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The Connecticut School program for migrant children which was conducted during the summer of 1968 implemented several innovative projects. Among these were dietery aides, visual stimulation for oral development, and parental participation. Ancillary services were also provided by the program; it was found that a large number of children, mostly Puerto Rican, had a hypertrophied tonsil condition possibly associated with malnutrition. Some of the objective measurements used by the program were wide range achievement tests, reading skills diagnostic tests, arithmetic diagnostic tests, and teacher development tests. Various problems were encountered by the program, the major ones being funding and the shortage of qualified administrators. The Connecticut Department of Education concluded that: (1) basic skills in the children improved very little, but attitudes about going to school were changed; (2) there was more awareness by parents of their child's interest in school; (3) there was improvement in social, hygienic, and nutritional practices by the children; and (4) structured programs often did not meet the needs of the migrant child. (RH)

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EVALUATION OF CONNECTICUT SCHOOL PROGRAMS
FOR MIGRANT CHILDREN

TITLE I 89-750

FISCAL YEAR 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EVALUATION OF CONNECTICUT SCHOOL PROGRAMS FOR MIGRANT CHILDREN

TITLE I 89-750

FISCAL YEAR 1968

PREPARED BY

Dewey McGowen, Jr.

DIVISION OF INSTRUCTIONAL SERVICES

CONNECTICUT STATE DEPARTMENT OF EDUCATION

HARTFORD

RC 003 420

Foreword

This is a story of programs conducted by the State Department of Education last summer at five regional centers in the state for children in families of migrant workers. They were paid for by funds from the Elementary and Secondary Education Act, (P.L. 89-10 as amended by P.L. 89-750).

Although Connecticut is not primarily an agricultural state, and it is not necessary to import large numbers of migrant workers and their families from other states or from outside of the country, many workers from inner-city neighborhoods within Connecticut cities are employed in tobacco fields, orchards, and truck gardens.

Nearly 700 children of migrant workers benefitted last summer from eight weeks of instruction and cultural and recreational activities, as well as from health services. Some parents were employed as aides to teachers and to dietitians.

Returning to school in the fall, these youngsters were not only more able to keep up with school work, they were stronger and better nourished as a result of the healthful regimen under which they lived during the summer.

Futhermore, the observations in this report indicate that by means of the program they were helped to come closer to the mainstream of education, and that their families were brought closer to the mainstream of community life in the state.

William J. Sanders
Commissioner of Education

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*Served limited time with the program

I

INTRODUCTION

The Migrant Program is an innovative educational project operated by the Connecticut State Department of Education with the cooperation of superintendents and their local boards. Under this program, local school districts give up some of their autonomy for the sake of trying to help a few children who do not really attract any great attention in the usual classroom situation. For the most part, there are no great monetary rewards for singling these children out from those coming under the regular Title I, Elementary and Secondary Education Act or State Disadvantaged Act.

Superintendents

Generally, change comes very slowly and is accomplished only after long, hard and sometimes very painful reviews of accepted standards which may not be relevant to the child we are trying to serve.

Many of these superintendents have been willing to risk criticism from their communities for helping children who may not be within the boundaries of their local school district lines. Most of these men express very deep penetrating concern - a commitment to assist in any way they could to help bring about changes in the educational lives of these children and changes in teacher attitudes.

Observer-Interns

The teachers and observer-interns in the program deserve the highest commendation possible because they were the infantry. Their training was to prepare them to leave the protective cocoon of the school classroom and venture out into the unknown.

They were asked to talk to strange people who did not speak standard American English. They did not pretend to be "do-gooders" or make promises they could not fulfill. They were asked to be human and learn how it feels for a child to come to their place of work -- the school. Furthermore, they were compelled to make on-the-spot judgments of which children were eligible to attend the program.

They faced all kinds of situations which were not anticipated. There were occassions when they were asked to defend their recommendations of eligible families. Many of them never had to do this before and sometimes the only defense or justification was, 'I've never seen such poor kids that no one was doing anything for. I cannot walk away".

Some were unable to make the necessary sacrifices. These teachers could not be encouraged to remain in the program. Those who remained can never be rewarded by money or praise, for there isn't enough money to buy their dedication, or a citation given by man that elicits the personal commitment they made. What remains with them and them alone is a very personal reward that cannot be shared with those who have never been to the mountain.

DMG:mo

I. Innovative Projects

Describe innovative and/or exemplary projects or activities that include new approaches in educating migrant children. For innovative projects, indicate whether or not the projects were judged successful. For each exemplary or innovative project cited, state the basis for selection.

Innovative Components of the Migrant Program

No one program is entirely innovative. However, there are various aspects of several programs that are innovative.

Programs for migrant children were established in communities where the greatest number of these children could be served. Therefore, programs weren't local but regional. Here are some innovative features of these regional programs.

Remedial - reading - arithmetic

One of the basic goals of the Hartford/Bloomfield summer program was that there must be some academic achievement which was the result of direct planning. It was felt that too often academics are an incidental by-product of the child's learning experience. It was further felt that it was never really known what went on in the classroom until after the child was post-tested.

Observer-interns were employed to find out if the classroom teacher was effective with the children. These interns were for the most part college seniors or persons with liberal art degrees. The specific responsibilities of the "O.I.'s" were to record teacher interaction with children during academic sessions, to decide whether/performance in the classroom produced positive or negative reinforcement, and to evaluate statements made by the teacher.

Errors were recorded in the following catagories:

A - Questions

B - Directions

C - Criticism

D - Interpretation of child's material

E - Paraphrasing the child's material

F - Oral reinforcement

Physical cues were difficult to judge for all gestures had to be recorded and evaluated in the light of the child's cultural background and value system.

Aside from the experimental nature of this program, there was always continual discussion about what might be a better method. The vast majority of the teachers and O.I's took their class home for weekends. Ten to fifteen migrant children at a time might be guests of a daughter whose father owned a lodge on exclusive lake front property.

Dietary Aides/Teachers-in-Training

The Wintonbury school in Bloomfield used an innovative approach to involve the parents in the program. Mothers were hired with the intent of having them pass the high school equivalency examination while rotating as dietary aides in the kitchen and teachers-in-training in the classroom. Twice a week they would go to adult education classes to help prepare them for their equivalency examinations.

In order to interest the parents in the program we had to offer a wage comparable to what they would have received if they had worked in an agricultural job. Their schedule was to work part of the day in the kitchen and the other part in the classroom, as a teacher-in-training, besides attending their adult basic English classes, twice a week. Theis schedule caused some to comment that "it may be easier working in the fields than doing this brain work."

Visual Stimulation for Oral Development

Inexpensive box cameras were purchased and given to a number of students so they could take pictures on their field trips. Two basic things were gained from this:

a) An indirect method was established for stimulating rapport with the student and the teacher or aide. The goal was to capture on film scenes that were meaningful to the student and about which he could talk to the adults and other children in his group.

b) A way for the teacher to evaluate the child's language structure and reinforce new English words. (Generally very few of the teachers were bilingual.)

Dietitian

The North Windham School's unique educational and nutritional program was conducted by a very conscientious dietitian. The first few days of the program the children found it difficult to adjust to the traditional American diet of cold cereal and a glass of milk for breakfast an a meat-and-potato lunch. The dietitian believed that food knew no language barrier and that if a program was properly introduced it would reinforce all of the academic teaching in the classroom. After the second week of the program the dietitian-teacher was conducting one of the most popular programs in the school. Items of food were introduced to children in small groups outdoors under a shade tree or in their classroom. Simple foods were prepared, and discussed and reinforcement was achieved when children ate the food. They measured, counted and weighed ingredients. They further had the opportunity to watch their products bake. The children began to look forward to having the dietitian-teacher come to their room with her basket or push-cart of good foods. They would converse in English and Spanish and then sample, taste, and smell. At noon, there were many anxious helpers who scrubbed their hands and put on plastic gloves to help serve the other children.

Once or twice a week a native lunch or dinner was prepared and served. One of the children's mothers helped out as a dietary trainee and thereby learned some new skills.

Listed are some of the activities they did together:

1) Made breakfast drinks with fruit and milk, using the blender.

2) Baked muffins and biscuits wrapped in cheese and Vienna sausage.

3) Made small loaves of raised bread.

4) Made banana bread.

5) Prepared gingerbread, cookies and muffins.

Many of these items became part of the menu the children helped serve to their peers.

Ancillary Services

The specific goals of the ancillary services were to help determine any medical, dental, and/or social needs of the children that demanded special attention. Counselors were charged with the responsibility of referring the children or families to other community agencies offering services.

A rehabilitation counselor coordinated a team of three physicians, two dentists and two nurses, for seven towns - Willimanitic, Putnam, Pomfret, Hebron, Ellington, Hartford and Bloomfield.

One of the physicians reported that a large number of children, mostly Puerto Rican, had a hypertrophied tonsil condition. He speculated the following: " . . . the high incidence of hypertrophied tonsils may be associated with a low income group characterized by malnutrition. Or possibly the large tonsils might have interfered with good nutrition."

It was reported that a number of the children had impacted ears. The physician treated them in school and the school nurse provided follow up treatment both at school and home. No record was maintained to correlate the correcting of impacted ears (which was reported by teachers as inability to hear) with improvement in the children's academic performance.

Among the ailments the physician discovered in the screening of the children were these:

1) Hernia

2) E.N.T. problems

3) Vision problems

4) Hearing problems

5) Heart conditions

6) Skin conditions

7) Tuberculosis arrested

There was immediate referral and treatment. These cases were followed up by both home visitation and consultation with the head of the household.

One teacher reported after a pre-screening physical examination that involved a young child who had apparently been molested. The state police were notified and the molester was arrested and convicted. Arrangements were made for the mother and child to visit the local child guidance clinic. The rehabilitation counselor and the teacher provided transportation, voluntarily. The teacher attempted to get the local health authorities to condem the house.

The dentist reported greater number of defective teeth among children in the rural areas than among children in programs in and around the urban centers. The finding of the physicians, such as heart murmur, impacted ears, hernias, and the dental work were important in aiding the teachers dealing with the children. The selection and purchasing of clothing was a rewarding experience for children who received such assistance. When a migrant child is without clothing clothe him. If he asks for food feed him. Some teachers expressed misgivings about clothing and feeding children in an educational program. This feeling was quickly overcome when they visited the children in their homes.

II. Objective Measurements

A. Standardized tests

Appropriateness of these tests - The short length of the program points up the question of the validity of standardized testing procedures. The kinds of base line data that should be forthcoming from a summer program should not be the results of standardized tests related to grade level. There may be children of normal intelligence who because they cannot count from one to ten in English, are placed in special classes with slow or retarded children. There isn't time enough to develop and reinforce complex rationals to determine why they did not perform well on standardized tests in order to justify the program.

Along with some standardized tests, the children were evaluated in light of what they would need to get along in their classrooms. They were given various kinds of medical and dental evaluations.

The testing procedures were developed to fit the educational programs in the various centers. The program in Bloomfield was basically a clinical education program as opposed to the more traditional remedial reading program. The Bloomfield Project is evaluated through the use of before and after diagnostic tests. The total number of pupils taking all sections of the test was 214, out of a total student population of 426.

The New Haven, Windham and Falls Village groups were given pre and post tests of a standardized variety since these were more consistant with the aims of the program.

Results - No statistically significant increase was found for the combined Windham, New Haven groups although the actual differences are quite large.

MEANS, VARIANCES AND CRITICAL RATIOS

OF THE WIDE RANGE PRE AND POST ACHIEVEMENT TEST FOR MIGRANT CHILDREN

IN NEW HAVEN, WINDHAM & FALLS VILLAGE COMBINED

	PRE			POST			
Variable	N	$\bar{X}$	S^2	N	$\bar{X}$	S^2	't'
Reading	207	3.03	879.85	95	4.61	214.77	N.S.
Spelling	248	2.59	540.08	101.	3.02	304.67	N.S.
Math	258	3.35	247.01	103.	4.34	48.90	N.S.

BLOOMFIELD

MIGRANT PROGRAM

Table I - Pre & Post Means & SD's & T's on the Reading Skills Diagnostic Test, the Arithmetic Diagnostic Test and the Listening Test for children taking both tests only N=214

	Pre Test		Post Test		
	X	SD	$\bar{X}$	SD	t
Letter Sounds	.97	3.99	4.58	7.36	5.18
Complex Phonics	.21	1.44	.93	3.68	5.78
Number Ident.	1.65	4.93	1.65	3.54	.0
1-100	17.01	61.65	15.10	31.14	.75
Add.	1.96	8.51	5.72	15.77	2.85
Sub.	1.00	7.74	7.19	17.01	4.67
Mult.	.50	3.35	3.43	11.08	2.78
Div.	.35	3.29	.53	5.13	.23
Listening	1.09	3.38	7.18	7.27	7.00

B - Teacher-Development Tests

The teachers, teachers-in-training interns, in fact everyone, were encouraged to take part in the evaluation of their portion or interest in the program. One group of teachers developed such an inventory. One of the major objectives of the program is to get the teacher to look at the child and make a professional assesment of what the child's needs are. Only after this is done can we provide social aid and educational services to the child. This inventory is rated as follows:

Poor - 3 Fair - 2 Good - 1

NAME	AGE	MOTOR	LANGUAGE
		Handles material well (coat, shoes, bathing suit, pencils, scissors)	Listens well
		Good eye-hand coordination	Poor vocabulary
		Ability to change direction (Flexibility)	Imagination and creativity
			Group Participation
			single - small (2-5 children)
			intermediate (6-9 children)
			large (10-15 children)
			Expression - oral
			Expression - written
			Spontaneity - oral
			Spontaneity - written
			Voice quality - strong - soft - frightened

NAME	AGE	SOCIAL ADJUSTMENT (please circle those which best describe child)	NEEDS (Teacher plans for remedy)
		Shy Withdrawn Tense Moody Agressive Confident Explosive Happy Well liked but lacks self-confidence Gets along well with peer group Sulks Can take criticism	

III. General Program Effectiveness

A. Cite what services were specifically provided to migrant children that heretofore have not been provided. Include in this section any appreciable changes in attendance fluctuations on the part of migrant children as a result of increased educational opportunities offered through this program.

1) The services provided by the various programs are as follows:

1. Nutritional program
2. Ancillary services
3. Community participation (volunteers)
4. Parental participation
5. Clothing plan
6. Auxiliaries-instructors

   Teacher aide, Teacher-in-training,
   Parents and tutors)

These services were the basis of some fundamental re-evaluation of attitudes, among many teachers in and out of the program; and among people of the communities in which the program operated. The apprehensions and fears of the parents about the intent of the program were allayed. And that the children who are, after all, what the program is all about, discovered many things such as teachers are human beings who care, and that learning isn't all pain, tears and failure.

2) The major educational activities provided by the various programs are as follows:

1. Preschool program
2. Individual instruction
3. Small group instruction
4. Bilingual instruction
5. Cultural enrichment
6. Field trips
7. Physical education program
8. Self-instruction devices and materials

The educational activities ran from the traditional to the most progressive. The basic objection expressed by some teachers and consultants to the programs was the pre testing phases. They objected to any kind of formal testing until better rapport was developed between the teachers and pupils. Special consideration was given where it was judged that testing might prove to be injurious to the student and no valid response would be recorded. Owing to the short duration of the program, practically every child was given a pre test. However, the program for post testing was not as effective toward the end of the program. Families would move on without more than a few hours notice at the end of the day, . . . " won't be in tomorrow, going to Maine. . . bye. "

B. For each grade level listed, cite the five project activities, or combinations of activities, which have been judged most effective.

Generally, practically all of the projects avoided grade classification. Most groupings of children were heterogeneous. The major starting point was what academic work the child could or couldn't do. The possibilities were to assist him in making some academic achievement in the length of time available to work with the child. As problem areas were identified, the children were grouped accordingly. The most effective academic gains were with programmed equipment. The groups were not large enough to make it statistically significant.

The areas of physical education and recreation along with enrichment programs and field trips were used as rewards and supplements towards the end of the day.

C. Classroom procedure

1) Summarize and cite examples.

A class size of ten pupils per teacher was decided upon. However, each program director had the responsibility of determining what was the learning style of each pupil. This learning style philosophy was discovered to be easier to talk about than to put into practice. Many of the teachers resented the shifting or regrouping of the children. It was felt that the teachers didn't have a chance to really determine the learning style of the children and there was too much dependency on testing results. The Hamden group that had started on program materials reported such favorable results that other project leaders requested some of the same materials for their programs.

2) Indicate the physical set-up.

With only a few exceptions, some members of the project staff wanted their children to participate in an integrated program with other children or other programs. Primarily there were few advantages offered by the other programs in the way of services or activities. The project leaders reported those groups of children and teachers in training developed into small family groups that did things above and beyond planned program commitment. They had their station wagon and the teacher was the driver and developed many more activities than were planned. There appeared to be a very healthy spirit that prevailed in this group. For example, the teachers of one such group, as a follow-up activity, needed to go to New York City, 157 miles away. They had made arrangements not to go on a regular school day but early Saturday morning, returning that evening. In addition, they were going in their V.W. Bus. After much energy their itinerary was accepted. Another example: two teachers and ten older boys went at the end of the planned eight-week program for one week to a camping area in New Hampshire. These are some of the activities that were planned because of our segregated status. If more time were available, say for a full year program, goals, and objectives could be met in other ways.

IV. Inter-Relationship with the Regular ESEA Title I Program

A. Give examples of regular Title I programs which have been specifically designed by local educational agencies to supplement state operated Title I migrant programs.

B. Falls Village, Regional District #1 was the only migrant program that worked with the regular Title I program. They shared services and field trips, primarily because the migrant children numbered only seventeen children. However, schools without exception allowed the migrant program housed in their school to use equipment which was purchased through the regular Title I program.

C. These children who were identified in the summer migratory programs represented such a small number throughout the state that they were not identified during the school year. It is believed that special Title I services were rendered to them along with other qualified children.

V Community Involvement

How have parents of migrant children participated in migrant Programs?

Has this had an impact on the success of the program?

The programs for migrant children would never have been operational if the community and the parents had not been involved. The main thrust of the migrant program in Connecticut is a voluntary summer day school program. The people who work in these programs are teachers, college students, some high school and some community volunteers. They bring the story to the homes while recruiting. If the radio television and newspapers were used to recruit the children, more time could be spent trying to distinguish between those who qualify and those who don't. The migrant program is only two years old in Connecticut and like many other new programs that preceded it, it had to win its spurs. Those who volunteered their services from the many communities that helped sponsor programs reported that they felt committed and understood program aims. Citizens who visited projects left word that they would like to help. A great deal of time in the evening was spent explaining the program to various community service groups. There has been tremendous response from many of the townspeople. Many of them have opened up their homes to the children. By so doing many have been criticized by their neighbors mostly for including these children in activities usually reserved for their children and personal friends. In a couple of instances these friends of migrant children have stood up to local officials in defense of the state program. Therefore it can be proudly reported that a good foundation is being laid.

VI. Problem Areas in Program Implementation

A. Describe problems encountered by the state department in the migrant program.

1. This program can no longer remain a one-man operation. Owing to the funding schedule of the U.S.O.E., the reason for not providing the necessary educational program and supportive services is no-longer applicable. Thus the basic program has growing pains.

2. There is a real problem of recruiting qualified administrators. With the exception of one program, project leaders were classroom teachers. Most teachers and college teams working in different projects in the program reported unsatisfactory relations with their project administrators, program directors and coordinators. It is an accepted fact that there is a shortage of school administrators. From now on those classroom teachers who are interested will be trained and screened for participation in the program.

3. The program is still in the groundbreaking stage. Consquently, the services and activities must be demonstrated rather than turned over to any community. For example, the dietitian brought the daily cost of serving a breakfast and hot or cold nutritional lunch down to 48 cents. This was done by using surplus foods and the federal milk plan. Parents were hired and trained. Caterers' cost was $3.50 for the same meal per child.

Findings of the teacher evaluations of the children's progress resulting from the program services are as follows:

1. Reports varied concerning improvement in reading, writing and arithmetic. It was reported by some teachers that their children had made academic gains in the areas of basic skills.

Program Evaluation - Teacher Comments

Teacher 1

"I feel that if we are going to judge on the merits of academic achievement then the program is of no significance whatsoever. However, when we look at the total individual and his or her maturation then I feel that we have made a definite achievement.

"One particular family is totally destitute. It is impossible to describe the living conditions and squalor in which they live. There are nine children in the family and no father.

"For these nine children I feel that the growth has been immeasureable in that they have seen a world which they did not even know existed. Although academic gain may have been small, these children make great strides in the 8-week program.

"The coordinator of ancillary service also arranged for one of the children in this family who has serious emotional and psychological problems to begin working at the Manchester Child Guidance Clinic. This, by the way, will continue after the program is over. The family has no way to get to the clinic unless we take them and we will continue to do this until they move."

Teacher 2

"I feel that I have accomplished little in the area of academics but that much has been done in improving the children's attitudes and feelings towards school and other people."

Teacher 3

"I think this program has been a wonderful experience for these children. Some of them have gained much more than others, depending on their attitude. For the most part, though, I think they have all been quite willing to learn.

"All of them I'm sure have gotten much out of the trips that were taken. Most of them would certainly never have had the opportunities they had this summer to see some of these places. I think this has given them a much wider outlook on life.

"The program should definitely have made a difference when they go back to school this fall. They haven't had a chance to close their minds to schoolwork as they would have without this, and it should be easier for them to get back into the routine.

"Most of them should find it much more interesting too. During the summer, they have found that they actually can learn some of the things they found either difficult or impossible before.

"I think that a few of the children have really come a long way since last year and they realize this. It gives them a lot more ambition to continue to learn, and I think the reason for this has been mainly, the individual attention they have received. They seem to love this and love the praise when they accomplish something."

Teacher 4

"It is very hard to begin evaluating the success of this program because so much has happened that cannot be adequately expressed by mere words. I believe that this program has been of immense help to the children academically, culturally and experientially.

"Of the thirteen students that I have had during this eight-week period, I have seen definite academic success in all but two cases. The group of students that I had were not able to recognize the alphabet nor the numbers. Three students progressed so rapidly that they learned the alphabet and its phonetic sounds. These students also learned to count to one hundred by units of one and two.

"Another student who did not talk when she came into the class was talking and counting by the end of the sixth week.

"At the end of the sixth week we received four new Spanish speaking children and by the end of the program they had learned the alphabet in English, and were able to count from one to one hundred. These students also learned many English words and expressions that they will be able to use when they go to school in the fall. To the average person this may not seem like a great academic achievement, but for these students it was a tremendous stride forward considering the fact that some of them were as much as eight years old.

"Through our cultural and experiencial activities, the children made tremendous social gains. At the beginning of the program the children were very shy and withdrawn and their manners a little bit crude. By the end of the program the children were a very well integrated group and a definite improvement was seen in their manners."

2. It was generally felt that in all the programs the children's attitude toward school was more positive as a direct result of involvement and personal commitment of many of the teachers.

3. The greatest and most obvious changes occured in the areas of hygiene and nutritional practices. There was immediate observable improvement in social behavior in those children who received clothing in order to attend school.

B Ratings of Teachers-in-training, Teacher's Aides and Observer/Interns

1. The teachers in training were made up of parents of children in the program. This was to give them another marketable job skill. The parents were recruited with the idea that they would take a cram course in order to pass their high school equivalency examination. This turned out

> to be too ambitious an under taking for such a short program. The three areas in which they worked and rotated were, (1) the kitchen, (2) adult basic educational classes and (3) the classroom. Their reports of the program effectiveness have been summarized as follows: "The teachers work very hard and I don't like this kind of job." (classroom) "The children learn a lot."

It was generally reported by the parents that the children learned more in this school and liked it more than any other school they had attended. They were glad to help the teachers in speaking with some of the children in Spanish. However, very few felt comfortable.

2. The teacher-aides were generally made up of both undergraduate and graduate college students. They were articulate about the program's merits and shortcomings. Those aides who worked with the preschoolers felt that they as well as the children had the most rewarding experiences. (All of the preschool and kindergarten teachers were outstanding). It was reported by one program director that the aides and the teachers took groups of children home every weekend.

Aides Comments

Aide I

"I believe the aide program was important for the following reasons:

"The student received help in those academic areas where they are weakest, giving them a boost in catching up with their classmates in September.

"They received an opportunity to go places and see things they might never had seen in their lifetime.

"They were kept busy during the summer so they wouldn't have to stay couped up in their homes.

"This program gave the kids a chance to see other children their own age and in their own predicament instead of having to stay home with a large family and probably work all summer.

"I don't know if I could ever be more thankful or fortunate to get this job. I have become completely convinced that teaching early childhood is the career for me. The program has given me experiences and familiarity with the classroom as a teacher instead of as a student. It has given me a realization that life is not a bunch of joy and comfortness and it has made me appreciate my own home and way of living more than before. It has also given me an urge to do something for such unfortunate kids and I have decided that these are the type of kids I would like to teach."

Aide 2

"The testing situation in the program was fantastic for many reasons. We were able to find the weakness of each individual child and in most cases correct the weakness. The tests' gave the children a slight briefing on what to expect when they go to school this year."

C - Observer-Interns

These young people who were made up of recent college graduates and very bright undergraduates had one of the most difficult tasks in the program. They worked in one of our largest programs -- Hartford-Bloomfield. Many of the children and parents were recruited by them. They had a strange unreal existence in the program but they were able to fraternize with the children and teachers outside of the classroom situation. The observer supervisors and consultants felt that these young people were primarily information collectors. The manner in which the teachers interacted with the children was recorded by these people. At the end of the prescribed learning period these observer-interns would report their observations to the teacher.

Many of them reported that they could do as well or better with the children than many of the teachers they observed. The teacher interns developed strong feelings about the abilities of some of the O.I's which were both positive and negative. On weekends the O.I's who had parents or friends who lived in the area and owned lake front property would invite a parent or teacher-in-training and a group of children out for the weekend. With very few exceptions the O.I's found all the children to be very bright. Many of them reported that they were learning much more from the children than was being taught to the children. Generally, they were of the opinion that many of the teachers just didn't believe in building on a positive reward system or understand the different learning styles of the children.

D - Evaluation of home visitations by teachers and other staff members

All people connected with the program were encouraged to make at least one home visit with the teacher in order to develop a more positive feeling for the children. A summary of these reports shows that:

Many of the teachers and other staff members live and teach in the suburbs and recruiting the children was a new experience. Those that taught in slum schools didn't see much difference except most had never visited their pupils' homes. All reported that the visits were worth-while. Some teachers accepted the concept of "total immersion."

They visited the homes, worked and associated with the children on the bus, at breakfast and lunch, during classroom academics and athletic activities and while on field trips. The teachers reported that this immersion was essential and heavily responsible for the success of the program for these children.

Many of the teachers' reports on home visits reflect the great difficulty of communicating verbally with the parents who spoke only Spanish. It was also difficult to develop any dialogue with the southern Negro or those who were white migrants from Maine, New Hampshire and Vermont. Some of the teachers were directly opposed to making further home visits. Some of the teachers reported personal fears about going to areas where some of these people lived. They said they would go with a team but not alone. Also, many of the parents did not greet them with open arms. The parents who worked in the program were viewed by some teachers as being a little different and that they understood what the teachers were trying to do. Some teachers reported that on their home visits some parents were sending letters back home to their relatives about the "new kind of school" their children were attending and encouraging those relatives to come here and work.

DMG:mo

SUMMER SCHOOL PROGRAM FOR MIGRANT CHILDREN

Title I 89-750

1967-1968

Year	Source of Funding	Dist.	Cty.	Enroll.
1967	United States Office of Education	4	2	80
1968	United States Office of Education	10	4	680

APPENDIX

MIGRATORY PROGRAM - SUMMER 1968

HARTFORD

BLOOMFIELD

HARTFORD/BLOOMFIELD

I. General Objectives of the Program

  A. To broaden academic experiences in view of:

    1. language barrier

    2. limited basic knowledge

  B. To orientate and broaden experiences of the children in the community

  C. To build self-image and worth

  D. To provide for physical needs wherever necessary

  E. To train personnel in the greater understanding of the needs of the migratory workers' children

  F. To provide necessary facts to enable the structuring of a follow-up program for children who will remain in the area during the next school year.

II. Important aspects of the program

  A. Academic aspects

    1. Under direction of the School of Education, University of Connecticut, children were tested to determine language and mathematical levels.

    2. Children were grouped according to their levels of achievement

    3. Academic sessions in classrooms remained twenty minutes to a half hour in length.

    4. Interaction and reinforcement on part of teacher were stressed in the academic approach. Student observers from the University of Connecticut recorded the interaction on the part of the teacher in the academic and activity sessions.

5. Teachers were advised in their method by teacher-consultant as the program progressed. Closed circuit television and other audio-visual aide materials aided the instructional outcome.
6. Toward the culmination of the program, children were re-tested for the purpose of measuring academic growth.
7. Parents of the participating children, acting as aides in the program, were given English orientation lessons by a qualified ESL teacher.

B. Social and emotional aspects

1. Classes were kept small in number to provide ample time for individualized attention and affection to build self-image and worth.
2. Community volunteers provided many close associations for the children, often on a one-to-one basis.
3. Freedom of expression on the part of the children was encouraged in deviation from the structured situation they are accustomed to in the regular public school.
4. Audio-visual aides, i.e. cameras, tape recorders, vidio tape, microphones, were in constant use throughout all activities in the program to build self-worth and image.
5. Great stress was placed on the importance of each child's birthday.
6. The child who misbehaved so as to do harm to his or others social and academic growth was disciplined as much as possible in an individualized manner to avoid embarrassment.

7. Also to avoid embarrassment, clothes were provided as quickly as possible whenever the need arose.
8. Children were constantly reinforced by all staff members and volunteers whenever their performance or conduct warranted same and during all activities.
9. Children were encouraged to discuss themselves and their families extemporaneously whenever possible.
10. Personnel were encouraged to take children home with them whenever possible.
11. Rules and regulations remained flexible, but not to the extent that the children would lose a sense of security.

C. Physical aspects

1. Under the direction of a coordinator for ancillary services, physicals by a doctor and examinations by a dentist were provided.
2. A full time nurse was available every day the program was in operation.
3. Plans were made to follow up pertinent health needs discovered through physical examinations.
4. Clothing was provided for those children in dire need.
5. Kindergarten-age children received the Tine TB test.
6. Children received breakfast and lunch and were encouraged to accustom themselves to American food by all members of the staff.
7. At least eighty per cent of the day was devoted to healthful physical activities, including swimming.

D. Cultural advantages

1. Field trips
    a. There were one hundred thirty field trips in all.
    b. The Bloomfield Girl Scouts and Boy Scouts entertained one hundred children at camp.
    c. The Wintonbury P.T.A. President, Mrs. James Sullivan, entertained thirty-eight kindergarten children at her home.
    d. Kiwanian, Joseph Gozzo had a cook-out for eighteen children at his summer home in Simsbury.
    e. Seven daytime children's shows were attended by one hundred (100) students every Thursday at Oakdale Summer Theater. Fifty (50) older children enjoyed "The Music Man" at an evening performance.
    f. Other field trips included visits to:
        1. Hammonassett
        2. Children's Museum, West Hartford
        3. Springfield Museum
        4. Trolley Museum
        5. Bowling Alleys
        6. Day Pond
        7. Gillette Castle
        8. Stratton Brook
        9. Bantam Lake
        10. Sherwood Forest
        11. Mystic Seaport
        12. Sturbridge Village
        13. Constitution Plaza
        14. Elizabeth Park
2. Importance of new community experiences
    a. Children were exposed to environments they knew nothing of previously.
    b. Material for English language development was concrete and well motivated.

c. A wealth of information was provided children which they could share with families and school situations in the Fall.

d. Broadening children's experiences could provide helpful measures to break down existing language and communication barriers and, also, to decrease withdrawing nature of children's personalities.

E. Personnel

1. Administration included a director and an assistant director.
2. There were thirty-two (32) certified elementary and secondary teachers on the staff.
3. Twenty-one (21) parents of children served as teacher-in-training in the classroom, and also served as kitchen aides, having been trained by the caterer.
4. There were five (5) college aides, one of whom was trained to operate closed circuit television.
5. There was one (1) full time consultant from the University of Connecticut, assisted by a teacher-trainer and thirteen (13) student observers.
6. There was an administrator for ancillary services, assisted by a full time nurse, examining doctor and a dentist.
7. Two (2) custodians worked the maintenance of the building in two (2) eight hour shifts - daytime and evening.
8. A secretary was added to the staff for the last three and a half weeks of the program.

9. A librarian who works during the regular school year was on duty every day to provide story hours when requested by teachers and also to furnish books and literature as requested by teachers.

III. Outcomes in view of objectives

A. Academic approaches were of the rote method of teaching with little emphasis on complex terminology. The idea was to pick the child up wherever he met a frustration level in the testing program and teach him language and arithmetic from there; important that it was never taken for granted that the child, even though he may be in grade three, understood or retained any subject matter at that level.

B. The needed community experiences for these children were provided for by the theater parties, field trips, cook-outs, swimming parties and entertainment by interested Bloomfield citizens.

C. To build self.image and worth, classes were small in number, and all personnel were trained to use with great emphasis, physical and verbal reinforcement. Cameras were constantly in use during all activities to help the youngsters gain more self-identity and self-worth. Important that children received much TLC from all personnel.

D. Physical needs were met to a great degree in the following ways:

1. Physical examination given by physician
2. Dental examination given by a dentist
3. Two balanced meals (breakfast and lunch) were provided.

4. Whenever staff members reported dire clothing needs for a particular youngster, steps were taken to purchase same and the child went on a shopping trip with some member of the administration staff.

E. Staff members grew to understand the problems of the child of the migratory agricultural worker and recognize the needs of individual children in respect to emotional, physical, and mental growth.

F. Detailed records on each child were maintained, in the event that a follow-up program could be organized for those children remaining in the Hartford area during the next year.

IV. Summary of reports, comments, and observations

Many teachers felt that the average daily attendance, three hundred and fifty, was much too heavy for the size of the plant, and that the classes should have been smaller in number, no more than eight (8). With the smaller population, more detailed information on each child could easily be obtained within the first few days of the program, thus eliminating repeated re-grouping. Also, vans were felt to be more ideal for transportation than buses for closer child-teacher relationships and to eliminate five or six teachers driving buses as long as five to five and a half hours per day.

One teacher stated that she felt one person alone should be field trip director, eliminating general confusion, especially in the picnic and transportation planning.

One highly rated teacher felt there were too many inconsistent policies on the part of the administration in the program. She also felt that more orientation of the mother-aides should have been exercised before the program started.

One primary teacher felt that there was poor communication between teachers and administration.

One stated that she recognized the health program and its goals as valuable. She said the cafeteria service was good for the number of children involved and the menu was improved during the last weeks of the program to include less starch. During home visits, she stated that parents appreciated the good food available to their youngsters.

Another teacher said that, "Lack of discipline and respect by the children enhanced by poor director-teacher rapport, understanding and respect was the deterioration of the program's foundation." She also felt that the program's success was not nearly as pronounced as it could have been. "The greatest gained progress can not be measured by administering a test. Observation and listening are the detectors."

Another teacher said that he thought, "the biggest success area has been in the social and emotional sphere." It is here that we have been able, due to small groups, to show children that we are really interested in their interests and feelings. Children have found adults willing to take the time to show them new sports, put an arm around them to show approval of a newly mastered task or sympathy and understanding in case of fear or uncertainty. I really believe these children have been happy and secure, for the most part, during this program. When I can see a child, as I have in my own class, progress from crying and almost complete withdrawal from a group situation to the point where she will come up and smile, put her arm on mine, and ask a question, then I feel a genuine feeling of success for her. Maybe these children have not encountered teachers who have preconceived notions as to their drawbacks and who have been continually frustrated by large class loads and difficult problems.

The idea of "total immersion" - working and associating with the child on the bus, at breakfast and lunch during classroom and athletic activities, and taking him on field trips is, I feel, essential to and heavily responsible for the success of these children.

Probably the academic area was not as successful as the social. The groups were, in my opinion, far too heterogeneous. Since we divided up children using two criteria - either the child knows the alphabet or he doesn't - it must be granted that after a child knows the alphabet, as did my children, they can know little more or be quite good readers. Thus, my point is that we should have taken time to test a little further and then group more homogeneously. Then too, in my case it seems that two or three discipline problems in a class can disrupt the learning environment enough so that the others suffer greatly. Perhaps too, when you have a program that is heavily weighted toward outdoor activities, it is difficult for the child to orient himself toward working and playing both.

One of my main criticisms of the program is the insistence on the part of the UConn group that positive reinforcement - M&M's, shopping for cherries, giving out money, etc. - is the only way in which we should operate. Any knowledgeable educator would say that there are many different ways to deal with children. Yet we were given, or should I say this method was imposed upon us, forgetting that each of us has ways we have learned that may be successful for us with children. This is the height of inflexibility! In many cases, this reinforcement idea was no more than bribery for being good. In fact, one aide told me she had seen a boy swinging on the stage curtains and told him to get off. His answer - "Gimme some M & M's." If teachers were given more freedom to use their own professional judgment, I'm sure more success would be had. The leniency and permissiveness so doggedly adhered to by the UConn group under the guise of positive reinforcement made it difficult to structure the program in the way that these children need. I am not saying that positive reinforcement is bad. On the contrary, it can work very successfully in some cases, but it must be recognized that with some children it does not work, so other methods must be tried.

Next year, I would say there should be more administrative consistency in policy. For instance, some groups were allowed to go on various field trips while other groups were refused permission to go to the same place. Also, communication systems between the staff were not as smooth as could be.

However, in spite of the defects we had within the program, and I think they were few compared to such advantages as small groups, being with the children at all times, having the opportunity (which was very valuable to me) of visiting their homes, etc., I think we have accomplished much more than just keeping these children off the streets for the summer. We have molded all of the children, in one way or another, into more capable students, more independent and self-reliant individuals who have had positive contact with adults. No one could expect us to accomplish miracles in eight (8) weeks in altering patterns that have been established over years, but I think within the limitations of time, we have helped our children a lot.

A fine teacher commented, "The goal of the program was to achieve an emotional and an effective rapport with the children involved. In addition, certain academic objectives had been stated and were to have been achieved by the final examination time. I feel that both of these related objectives were accomplished sufficiently by the teachers as a whole considering the time allowance in the program. In my classroom, I was pleased with the growth I saw in the majority of cases with recognition of letters and sounds and the reinforcement of basic mathematical skills. I felt my students did benefit from morning sessions working with these two categories and instituting a variety of methods in teaching them. I was particularly interested in the amount of English that had to be mastered by the majority of these students. Personally, I feel we made only a dent. . . but it was a beginning, a great deal more exposure to English is of course essential. In my own situation, I felt that the student had not been as much the victim of having missed basic training in letters and numbers as he had been an individual forgotten and by-passed because of lack of understanding English. Many times I found a keen mind and a ready understanding once the language barrier had been destroyed. My students were enthusiastic, interested, and creative when they were able to understand the spoken word.

Therefore: I would stress in future programs of this nature the primary need of understanding and communicating in English. For example, Elba had no problem in mathematical skills or spelling of sounds but she could not say good morning to me.

I mentioned previously the need of establishing an emotional tie with the children. This was made possible by the excellent teacher-student ratio! For me, this was one of the assets of the program. I felt at the end of eight weeks that we had worked on as many personal emotional problems as we had actual classroom learning. This was made possible only by the small proportion.

Field trips - a good feature - added to their general exposure to atmospheres other than their home situation, encouraged good peer group interaction in a relaxed, friendly setting, encouraged independence in the child and responsibility of controlling and caring for oneself under new environments, encouraged teacher-student interaction on a very human level in an uninhibited atmosphere, and possibly helped family environment and interest level by discussion at night of what the child had seen today."

And, in conclusion, this teacher well summarizes, "Working for the Educational Program for Migratory Children has been an enjoyable and challenging experience. The worthy services afforded these disadvantaged young people have been exceptional in combining the talents of heart and intellect.

From the beginning, genuine attitudes of recognition and acceptance established a firm basis of love for building a program capable of reaching the total needs of each child. As the weeks progressed, I could see the planing, organization and fulfillment of goals unfolding in the lives of these children. Undoubtedly, they realized many physical, social, emotional and educational benefits.

Noteworthy are the seriousness and dedication to individualized classroom instruction, the meaningful recreational activities and worthwhile field trips. On the informal side, I cannot overlook the warm interraction of personalities, the spirit of cooperation and the friendliness which prevailed.

When this summer venture has been evaluated, but not concluded, I'm sure all will agree that a new dimension in human relations has been reached; that all involved in services to these migratory children have had a rich, rewarding, enduring experience; and that we have gained new knowledge, skill, and insight into what our attitudes, responsibilities, and relationships should be in the world today."

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HARTFORD - BLOOMFIELD

SUMMER PROGRAM FOR MIGRATORY CHILDREN

Introduction

This is a report on the development of a summer program for children of migrant workers in the Hartford - Bloomfield area. The program was eight weeks in duration, running from June 24 to August 15. August 16 to December 16 was required for the evaluation and final report. Teacher training was conducted in May and June and continued throughout the program.

The program was designed as an academic remedial-experience program for children of migratory workers. However, since no child is simply an academic being but engages a full environment of human interaction, the program incorporated teacher training, parent conferences, and children's social adjustment.

Goals of the Program

The goals of the children's program were as follows:

1. To conduct a remedial academic clinic in reading and arithmetic.
2. To adapt the children to the school situation.
3. To provide experiences with environments other than North Hartford, to make the children more adaptable to learning and to provide a background of experiences for learning.
4. To control overt behavior problems which interfere with the child's academic progress.
5. To give sympathetic contact with adults of differing ethnic and social groupings.
6. To increase positive peer group relations of the children.

Nature of the Program

The program was essentially academic in the mornings and experiential in the afternoons. The mornings were broken into six half-hour periods. Three alternate periods were devoted to clinical reading, arithmetic and language arts; the other three periods were used for playground activities. The academic period was flexible at the discretion of the teacher.

Clinical Reading

The children were tested with the Reading Skills Diagnostic Test on the first day. One section of the test was given (Letter Recognition). Children who did not know the letters stopped testing and were placed in one group in which instruction began immediately. The remaining group was given the Simple Phonics section of the test and again was divided according to the error score: those with errors began instruction on simple phonics and those with no errors were tested again.

Clinical Arithmetic

The same procedure was used with the Arithmetic Diagnostic Test until the child's instructional level was reached.

Individualized Instruction

Children were grouped on common problems and not on age or grade differences. The teachers were aware of the specific problem the child had and could direct instructions to specific children. Class size never exceeded 12 children.

A child could progress through the program at his own rate. When the teacher felt that a child had learned, for example, the letters of the alphabet, an observer-intern would then retest. If the letters were correctly produced by the child, he would then be given the next section of the diagnostic test.

The child was thus free to move at his own rate through the program.

The Teacher Training Program

The Teacher Training Program took place prior to the summer center activities on Saturdays during the school year. The goals of the Teacher Training Program were as follows:

1. Increased sensitivity to pupils' needs and emotional states.
2. The use of reinforcement techniques for both academic and behavioral objectives.
3. The development of clinical teaching for both diagnostic and remedial aspects.
4. Establishment of pupil-teacher-parent relationships.

Training Sensitivity

Knowledges.

There is a basic set of knowledges which are required for the sensitivity training. These are the concept of reinforcement and punishment, and the verbal knowledge of symptoms which children show when they are being reinforced or punished. Related to this is the relationship or modification of punishment or reinforcement to the needs of children.

Practice.

In order for the knowledges to become part of the teaching repertoire, the program provided for actual practice where the teachers practiced on each other, using role playing in academic and behavioral situations. Particular sensitivity was stressed in relation to facial expression, voice, gesture, movement, etc.

Response to Feeling

Another objective of the sensitivity program was to increase the rate of teachers' responses in relation to the feelings of children. This was done by stressing the increased rate of teacher comments, such as, "That makes you feel good," or "You feel well," or "This makes you feel bad." This aspect of the program was accomplished with the use of observer-interns, who were sitting in the program with the teachers and observing such aspects of their teaching as the rate of feeling comments. Teachers were also admonished to move around, to be close to the children, to specifically help them with work, and to touch them from time to time.

Summary

Sensitivity was stressed as basic to both the behavior modification and the clinical teaching aspects of the program, for we must first be able to read the child before we can tell how to act or interact with him. Sensitivity training also included a presentation of current literature in this field to the teachers, so their training was in part academic and in part practice of sensitivity.

Training in Reinforcement Techniques

Basically the training in reinforcement techniques began again with an academic presentation of various behavior modification principles which can be used for various kinds of problems, both behavioral and academic. The basis for the academic discussion of behavior modification principles was Ullman and Krasner's.

Casebook of Behavior Modification.

It was necessary to move out from this book and to illustrate the various principles with a series of examples. Once this was done, and the material itself had been specifically tested, the teachers in turn gave examples of various kinds of problems to which the principles might apply. We then, in turn, gave a sample demonstration of each of the behavior principles in operation. Following this, the teachers imitated in a role-playing situation.

The final portion of the training took place in the actual classroom situation. Here again the observer-interns were present during a portion of the teachers' activities each day and recorded teacher behavior. The observer-intern then went over with the teacher the behaviors which he exhibited.

Clinical Teaching

The sensitivity training and the behavior modification training are basic to the clinical teaching. The clinical teaching in and of itself is more concerned with the organization of materials and testing instruments, as well as actual teaching methods or methods of presenting the materials which will foster the academic progress of the children.

Diagnosis of Learning Difficulty

The academic part of the program involved the principles of diagnosis, or diagnostic testing, and the principles of remedial teaching dealing with clinical learning techniques, guidance and problem solving techniques, and graded language arts drill.

Testing and Mini Lessons

Teachers were taught to make up schedules for periodic retesting, either formally or in terms of the child's actual responses. In addition to this, emphasis was placed on the development of mini-lessons, which were designed to repair some specific difficulty which a child might have. The mini-lessons could be developed around arithmetic facts or some phonics generalization, thereby contributing to the child's ability to operate in a large number of areas.

The final step in the teaching procedure, as with all others, took place in the summer center activities. Again the observer-intern was on hand to assist the teacher in the development of these materials and in their use.

Observer-Intern

The role of the observer-intern was primarily one of information collector and agent of the consultant and observer supervisor in teacher training and children's behavior modification. The observer-intern acted in relation to the teacher by collecting index data of the teacher's interaction with pupils. The observer-intern also made structured observations of the children's behavior at the behest of the behavior modification team or the teacher.

The observer-intern also assisted the teacher on field trip activities or testing as needed. There was one observer for every two or three teachers.

Training of Observer-Interns

The observer-interns were trained at the same time the teachers were trained, in basically the same kind of situation. The interns functioned primarily to observe the teachers and were concerned with a number of specific situations:

1. Teacher Movement in the class. By and large a teacher who moves more through the class will have closer contact with the children. Since we were concerned with contacts with the children, the observer-interns were looking for and reinforcing movement of the teacher in the classroom situation.

2. Language Statements made by the teacher. The following are possible kinds of statements: 1) statements of feeling; 2) interpretation of children's material; 3) reflection, or paraphrasing the child's material to him; 4) questions; 5) reinforcing statements, such as "That's good," or "Excellent;" 6) criticism; and 7) giving direction.

It is clear that statements of feeling, interpretation, reflection and reinforcement are positive for children, whereas the alternative kinds of material are negative for children. The goal of the observer-intern, therefore, was to concentrate on these four varieties of statements and to increase the probability that the teacher would use these kinds of statements.

3. Physical Cues. The facial cues and physical attitudes of the children can tell a great deal about whether or not they are operating at an efficient level. One of the observation points that were made by observer-interns was the physical cues, gesture cues, voice tone, and other aspects of the sensitivity training which demonstrated the effectiveness of the teacher. It was hoped that the observer-intern in observing such things could direct the teacher's attention to various behaviors of the children.

Evaluation

1. The academic progress of the children was ascertained by pre and post diagnostic reading and arithmetic tests.
2. Evaluation of teacher-pupil interaction was taken from the daily objective observations of number of reinforcements, classroom movement and feeling statements of the teachers. Observer's anecdotes were also used as subjective evaluation of teachers in this area.
3. Children's behavior problems were evaluated via anecdotal records of teachers and observers, as well as by objective observations of behavior rate.
4. Peer group relations were evaluated in terms of the number of behavior problems observed for a specific child.
5. The effect of the experience program could be evaluated other than by enumeration of the number and kind of field trips.

6. Adaptation of children to school environments was evaluated by teachers' anecdotal records and observed behavior.
7. Parent-teacher-child relationships was evaluated via anecdotal records of the teachers.

Time Schedule

I. PREPLANNING: February, 1968 to June, 1968

1. Program development and planning.
2. Canvassing for potential participants.
3. Selection of observer-interns and teachers.
4. Development of teacher and observer-intern training programs.
5. Development and pretesting evaluative instruments.
6. Development of clinical education procedures.

II. TRAINING: May, 1968 to June, 1968

1. Observer-intern training
    a. in class
    b. in field
2. Teacher training
    a. in class
    b. simulation
    c. during program

III. SUMMER PROGRAM: June 24, 1968 to August 15, 1968

1. Continued training
    a. teachers
    b. observer-interns
2. Data collection supervision
3. Behavior modification program
    a. case conferences
    b. applied behavior modification
    c. teacher behavior conferences

IV. EVALUATION: August 16, 1968 to December 16, 1968

1. Data tabulation supervision
2. Statistical processing
3. Final report

Evaluation of Children's Learning

WIDE RANGE ACHIEVEMENT TEST

One of the most significant aspects of any program is the increase in the children's ability. The children in the program who had been in school during the previous year were tested on the Wide Range Achievement Test. (WRAT) Age range of these children was from six to fourteen years. The children had a great deal of difficulty with the WRAT, mostly as a function of their bilingual or Spanish-speaking background. The mean reading score at the beginning of the program was one year four months. The mean arithmetic score was one year zero months. Spelling was at one year nine months.

READING SKILLS DIAGNOSTIC TEST

Children were also tested on the Reading Skills Diagnostic Test. (RSDT) The RSDT results formed the basis of the curriculum for each specific child. A large proportion to teaching time was devoted to letters and their sounds. Table 1 shows posttest scores on the reading skills diagnostic test.

At the outset of the program, the mean number of letter sounds that could be given by the children was less than 1.98. When the children were retested in the fifth week of the program, the mean number of letter sounds known by the children 4.8, a gain of three and a half letter sounds. In addition, some of the children were working on complex phonics or phonics rules. At the beginning of the program the mean number of phonics rules was .21. At the fifth week of the program the mean number of phonics rules was .93 again a significant gain.

ARITHMETIC DIAGNOSTIC TEST

Especially constructed arithmetic diagnostic tests were also used to determine the problems that the child might have in arithmetic. The first part of the test was the identification of numbers, followed by addition or the common addition facts, the subtraction facts, multiplication facts and division facts. Pre-and post-test scores for number identification were identical. One of the problems with number identification appeared to be the teaching staff, many of whom seemed to feel that number identification was not a significant problem, and concentrated their teaching in the areas of addition and subtraction. Similarly the child's ability to count from one to one hundred was an area of low teaching concentration. As a consequence, while the children knew 17.01 numbers on the pretest, the post-test showed a drop 15.10. However, the difference was not significant, indicating variations in the test itself, rather than in the children's knowledge or motivation.

Addition and Subtraction.

As stated before, main teaching concentration was in addition and subtraction, on the grounds that number identification would be learned as on offshoot product. The mean number of addition problems at the beginning of the program was 1.96. The mean number at the end of the program was 5.72. Thus a gain in addition was realized. Similarly, subtraction showed a significant gain with an initial mean of 1.0, and a post-test score of 7.19.

Multiplication and Division.

Some of the older children whose concentration was on multiplication appeared to do well; initially an average of 50 multiplication problems were solved. At the termination of the program 3.43 multiplication problems were solved. This again showed a significant gain at the .01 level of confidence. For division a slight gain is in evidence, but this gain is not significant.

TEACHING EFFICIENCY

Time Needed for Learning

Essentially there were 10.6 instructional hours planned for in the total program in each area. This was somewhat reduced by the number of field trips and with absences it is difficult to estimate for any individual child the actual number of teaching hours. However, the maximum number of scheduled teaching hours was 10.6. With this as a base, it appears as though for this particular group approximately three instructional hours are required in learning a single letter sound. On the average, two and a half hours approximately were required for the increase of a single addition fact. Approximately one and two-thirds hours were sufficient for a subtraction fact, approximately three and one-half hours for a single multiplication fact.

Interpretation of Teaching Efficency

In interpreting this data several factors should be borne in mind. First, marked language problems prevent the children's learning. Second, many of the children have experienced failure in previous schooling. This reduces their motivation to learn. To counteract this, the situation in the program was somewhat closer to ideal than is customarily found in normal public school situation. However, the amount of time spent in the total program for reading was eight tenths of the time spent in reading in a school week under normal conditions. The total amount of arithmetic time in the summer program was approximately twice the number of hours in a normal school week. The gains interpreted in terms in relation to the amount of teaching time per school week show the summer clinical education program to be extremely efficient.

LISTENING

Since no standardized listening test was available at the lower grade level, a listening test was devised specially for the program. This test consisted basically of verbal directions given to children with the requirement that they follow directions and mark various answers on sheets specially provided for the test. Answer sheets were primarily pictorial so that no reading skill was involved. The children showed great gains in listening scores with an average of 0.19 questions answered correctly at the beginning of the program and 7.18 at the end, see Table 1. This difference was significant well beyond the .01 level of confidence. The children increased in their ability to follow directions.

EFFECTS OF THE PROGRAM UPON CHILDREN

Normally the pre-and post-test scores are not independent since the post-test contains similar material as the pre-test, and therefore the correlations are relatively high. If the intervening teaching program has effected by school teaching programs we would anticipate that the correlations between pre- and post-tests would be low. This is exactly the case with this particular program. Table I shows the pre- and post-test correlations for the various sub-sections of the tests. Both letter sounds and complex phonics and phonics rules show slight minor correlation coefficients indicating that the program itself positively affected children who had not done well on these materials in school.

The effects of the summer program good students upon children who in the general school situation were relatively less.

In number identification where little teaching was done the correlation between pre- and post-test is significant. In both addition and subtraction the correlations are significant but relatively low. Where no teaching took place in the summer program the correlations were high. This means that children who answered problems at the beginning also answered them at the termination. In multiplication taught in the summer, the correlation is again low. This points to the fact that the program reached children not being reached by ordinary school methods.

Interpretation of the Effects of the Program as a Function of Administrative and Teaching Problems.

The original position of the consultant team was that a child was placed in a group because he made essentially the same errors on a diagnostic test as the rest of the group. The teacher of the group would be specifically aware of errors made by each child and would specifically teach the correct responses to him. Since any given child had his own errors to correct, a different lesson plan for each child had to be developed.

It was basically impossible to get the plan into action because it does not fit the customary mold of locking a child into a classroom. Administrative cooperation in this area was extremely poor. Also, since teachers are accustomed to teaching one thing to a class at a time, it was virtually impossible to get teachers to modify their behavior and teach to specific skills to specific children while reviewing with the others. Teachers tended to disregard specifics of the diagnostic test and simply teach a general area, as letter sounds or phonic rules or addition subtraction. This meant a great portion of the children were spending large amounts of time in review, and a child may have gone through the program with out learning his specifically diagnosed problem. Specifically this points to a requirement for greater supervisory control of the program. It is virtually impossible to run a program where the administration does not understand clinical education.

SUMMARY

In the clinical education program significant gains were found in letter sounds, complex phonics, addition, subtraction, multiplication and listening. Number identification and counting from one to a hundred were found not significant largely because teachers did not feel that either were significant problems. Teaching efficiency in the program was found relatively high. Where approximately eight-tenths of normal school week's work produced learning of 3.5 phonic sounds time spend in the reading area and approximately two school weeks work in arithmetic produced gains of 3.7 addition problems, 7 subtraction facts and 3 multiplication facts. The learning gain from the program appears to be very large. The program affected those children who are not normally affected by school learning.

Evaluation of Use of Reinforcement by Teachers

One important aspect of the program was its effect upon the reinforcement rate of the teachers. It was not possible to determine an initial base line rate for various kinds of reinforcers where the teachers were concerned because of the requirement of the program to establish good rapport with the children as rapidly as possible.

However, in the training sessions, several of the teachers were asked to give demonstration lessons using the observers as a class. It was interesting to note that of the four teachers who gave demonstration lessons, two of them had a zero rate of reinforcement, and two had a relatively moderate rate of reinforcement.

Program Plan

The plan of operational program was to establish initially a very high rate of reinforcement, and then maintain this in a rate of slow decline. This would be accomplished through the use of the observers. The initial rate of reinforcement should decay through the six weeks period. This, in turn would have the effect of putting the children on an initial high rate of reinforcement followed by a shift to a partial reinforcement schedule. This partial reinforcement schedule would in turn establish some strength for the responses so the children would be able to move back into the normal relatively lower rate of reinforcement found in the public schools. It was felt that if we had established a fairly high rate of reinforcement and maintained it throughout the summer program, that the effect on the child of the low rate of reinforcement delivered in public schools would be essentially traumatic, and cancel any benefits the program may have produced.

Collecting Reinforcement Data

Reinforcement data were gathered in three ways by the observers.

1. Verbal reinforcement. The observer would enter the room, wait several minutes until the teacher had accustomed herself to the presence of the observer, and then for a three-minute time period would mark every statement ~~that the~~ teacher made. A statement was considered a sentence or part of a sentence which was an utterance. During the same three-minute period the observer was to mark each of the statements which was positively reinforcing. From this, a proportion or percentage was developed. The frequency of responses would occasionally vary since the number of observations would vary. Also the number of statements varied. Thus, a proportion was the only way to gather equivalent data.

2. Proximal reinforcement. Proximal reinforcement is based upon the proposition that the closeness of the teacher represents a reinforcing stimulus. It is true that sometimes this stimulus might be negative as well as positive, hence the influence of proximal proximity as a reinforcer might vary. The observer first drew the classroom as the children were seated and then for a three minute period marked the movement of the teacher in relation to the children. The data here was gathered in terms of proportion of the total children in the room who were approached by the teacher.

3. Touching. Touching children was considered to be basically a positive reinforcer, although here again the child's interpretation might somewhat vary. During the period of time the observer was checking the movement of the teacher in relation to proximal reinforcements he also marked an "X" where a teacher touched a child in a positive

way. Again, touches were determined in relation to the proportion of the total number of children who were touched in the three-minute period. Generally three observers were assigned to a teacher per day.

Subsidiary Data.

Subsidiary data about teachers was also collected in the form of the Minnesota Teacher Attitude Inventory, given during the training session, a rating on a one to four scale (one being good and four being poor) by the observers, at the middle of the program; and also a ranking on a scale from one to twenty-six, by the consultants at the end of the program.

Consistency of Reinforcement

The consistency of reinforcement determined by the correlation between the number of reinforcements given on each successive day in the program. If the teachers tended primarily to be highly consistent the correlations should be relatively high. If they tended to be inconsistent the correlations might be low or even negative. The day to day correlations had a relatively wide range for the range of correlations as shown on Table III. The range runs from -.13 to +.70 for the number of children touched. It runs from -.31 to +1.0 for the number of reinforcing statements; from -.80 to +.99 for the number of stops at children, or proximal reinforcement; and from -.63 to +.93 for feelings, which indicates that there has been a wide variety of types of reinforcers used, and that reinforcements are not used with great consistency.

Again this variability is shown by looking at the Figures I through IV which show a high degree of daily variation in the number of reinforcements of any sort which are delivered to the children.

Essentially the grand mean for the program was roughly the 9.6% of the children were touched during the three-minute period. That, 21.5% of the statements delivered by teachers were reinforcing statements. That, 30% of the children were approached and that, about 1% of the statements made by teachers were statements reflecting the feelings of children.

Data from other studies indicates that this is considerably higher than one would anticipate in the normal classroom situation. Touching and proximity, particularly at the upper grade levels, almost are not used as reinforcers. The verbal reinforcement rate is at about 8%.

Sequence of Daily Reinforcements

Examination of Figures I through IV shows essentially the progress of reinforcing statements through the 27 days recorded in the program. In each case the reinforcing statements or the number of reinforcing statements went relatively as predicted; that is, the initial rate of reinforcements was very close to 40% for physical contact proximity and verbal reinforcements, and to almost 7% for feeling interpretations. At the end of the program the physical contact and proximity reinforcements had reached about 15% whereas verbal reinforcement, which is the normal stock in trade of the teacher, was reduced to approximately 20%. The graphs also indicate that there is a wide range of variability with any given reinforcement type from day to day. This variability tends to build a partial reinforcement schedule for the children concerned, and to increase the amount of learning a child will do for an expected reinforcement.

Again there was no real consistency from day to day in the number of reinforcements of all kinds presented by teachers. The correlations, for instance, between verbal and proximal reinforcements by the week for teachers would be relatively high if it were basically the teacher's emotional state affecting his reinforcement rate. If the teacher were in a bad mood we might expect a low rate of reinforcement in all areas, whereas if he were in a good mood we might expect a high rate of reinforcement. This did not obtain, for the correlations between verbal and proximal reinforcement as seen in Table IV are low and in no case significant. This indicates that the influences producing one or another variety of reinforcer are more complex than simply the mood of the teacher on a particular day.

Quality and the Number of Reinforcements

For purpose of examining teacher quality the teachers were divided into four groups. 1) a group of teachers with high verbal and high physical reinforcements, 2) a group of teachers with high verbal and low physical reinforcements, 3) a group of teachers with high physical reinforcements and low verbal reinforcement, and 4) a group of teachers with low physical and low verbal reinforcement. The teachers were divided at the mean number of reinforcements in order to form the group. The MTAI scores, which were available reflect these differences; for high physical/high verbal, the MTAI score is 67.33 as opposed to a 34.33 for low verbal/low physical. Intern observer ratings ranged from 1.57 to 3.60. These ratings showed that the better rated teachers used more reinforcements. This of course is contaminated since the observers were the people who did the rating. By the same token the mean rank ranged from 10.38 to 17.40. The high reinforcing teachers were compared with the low reinforcing teachers. In each case teachers who are high in one area and low in another fall in between. (See table V)

Figures V through VIII give the daily reinforcements by the teacher of highest ranked quality and the teacher of lowest ranked quality. The differences here are quite observable. This indicates the teacher of lowest ranked quality began with a relatively low rate of reinforcement and had occasional spurts of high reinforcement. Almost the converse was true for the teacher of highest quality rank, whose rate of reinforcement was relatively high at the outset, and gradually became less and less as the program progressed. In each case it is clearly observable that there is an inconsistency in the performance of the teachers from day to day which again has the effect of producing a variable reinforcement schedule for the children.

It should be noted that these data do not represent the normal school situation. In fact, the reinforcement rate of the teacher of lower quality rank is very close to that which is found in the normal public school situation, so that all of the teachers in the program can be interpreted as operating above the usual level of reinforcement.

Effect of Reinforcement Rate on the Children

The effects of the increased rate of reinforcement on the complexion of the whole migrant summer school was clearly evident. On the opening day of the migrant school behavior disturbances were very heavy: seventeen reported fistfights involving from two to more than forty children, four knife fights with knives being stolen from the cafeteria, and four reported instances of children attacking teachers physically. A hundred children were involved in these various fracases, some obviously more than once. It was anticipated that most of these children would represent behavior problems; however, the number of continuous behavior problems which developed over the summer resided in twenty six children. This drop in behavior problems is attributed to the use of the increased reinforcement rate by teachers.

Further, the number of reinforcements related directly to the behavior problems and the seriousness of the behavior problems which occurred in various teacher's classes. For those teachers who use a low rate of reinforcement, the number of behavior problems in their classes was greater, as was the seriousness of the behavior problems (see Table VI). Several of the low reinforcement teachers found it necessary to resort to physical punishment to surpress the behavior of the children in their classrooms. None of the high reinforcement teachers found this necessary, although the children were basically assigned to teachers on a random basis.

Typically also behavior modification techniques for the use of specific reinforcement for desired behavior, such as M & M for sitting down, was accomplished in the classrooms of high reinforcing teachers. However, positive reinforcement for desired behavior was very difficult if not impossible to accomplish in the classroom of those teachers whose reinforcers were low.

Academic Progress and Reinforcement

Table ____ shows the pre & post test scores for pupils taught by high reinforcing and by low reinforcing teachers. Essentially no differences between the groups are found except in the area of complex phonics. This is in part due to the increased concentration on complex phonics by the low reinforced group where proportionally more complex phonics was taught.

SUMMARY

Essentially the program was designed so that there would be an initial high rate of reinforcement, followed by a movement toward partial reinforcement on the part of the teachers. This was accomplished. There was wide variation between and within teachers from day to day in the number of reinforcements delivered. Teachers who reinforced more, both physically and verbally, were rated higher and achieved better MTAI scores. Further, teachers who reinforced more heavily had fewer behavior problems in their classes. Teachers who had low reinforcement rates often had to resort to physical punishment to restrain the behavior problems of the children.

RECOMMENDATION

From an evaluation and review of the total program, the following recommendations are presented.

1. Pre-Program History. The program is to be run another year, the children should be observed prior to their coming to migrant school in a normal school situation, and further, if school records could be made available regarding behavior problems and academic progress it would be extremely helpful in evaluating the child's behavior.

2. Teacher Training.

a. Role Playing. The teachers should apply the reinforcement principles in a relatively free role-playing arrangement whereby one teacher will take the role of a depressed third-grader, or an over-active fifth-grader; and another teacher will in turn attempt to apply the principles involved to modify these children's behavior.

b. Development of Diagnostic Tests. The teachers should develop and use diagnostic tests where none are available. These would be developed along the lines of the Reading Skills Diagnostic Test. These materials would be used first in imitative lessons, and then finally in role playing, where teachers would use diagnostic instruments, discover some difficulty in another teacher who is playing the role of a child, and in turn develop a remedial procedure for him to learn. They could then carry this out and go through the re-testing and re-teaching activities involved in clinical teaching.

c. Base Rate of Reinforcement Per Teacher. Another year the base rate for the teachers should be established by the observer-interns during the training sessions or in the teacher's own classrooms prior to coming to migrant school for the summer. This would be a part of the observer training as well as the familarization technique of the teachers with the observation process.

d. Training Sessions. Teacher training should consist of five days. Theory should be put into practice through simulation experiences. Teachers and administrators should be required to attend all training sessions and participate in all simulation activities.

e. Relevancy of Materials and Method. The teaching method used must be variable and must be related to the children themselves and their responses to prior teaching activities. There is, on the one hand, the possibility of using a teaching method which is too boring and thereby reducing the effect of the teaching as far as the children are concerned; however, there is, on the other hand, the possibility of using a method which in and of itself places so much tension on the children that they cannot function appropriately. Teachers therefore should be taught to choose from a range of methods, which were appropriate for their particular groups of children. They must control the amount of tension in the learning situation so that the children are producing adequately but at the same time are not over-tense about the requirements of the situation in which they produce. The observer-interns should therefore, using the behavior check list information which again reflect to the teacher the fitness of her various activities.

3. Administration.

a. All administrators in the program should attend the teacher training sessions.

b. There should be special administrative and consultant meetings throughout the program so that the lines of communication are open. These meetings should generate specific plans of operation that both administration and consultants will be aware of each others purpose and role.

c. A line of command should be developed and explained to the teachers so that the teachers know whom to turn to for immediate help and policy decisions.

4. Observer Interns.

a. Observer-interns should also be concerned with the specific material taught each child. Observer-interns should be aware of the diagnostic test results for each child, and these should be kept by the observer as well as by the teacher. The appropriateness of the program for any child will therefore be accessible to the observer-intern.

b. In addition, the observer-intern should record the use of negative reinforcing statements which may prove distracting for children.

Follow-up Programs

A. Return to School. Several kinds of follow-up activities were considered to answer the following questions: 1) What was the effect of the program on the children as they returned to school; 2) What was the effect on the teachers of participation in the program?

For the purpose of determining answers to these questions, it was proposed that several of the observer-interns be retained to follow-up specific children in their regular classes and schools. Similarly, the observer-interns should do a periodic observation of the teachers to determine shifts in the base line behavior which has already been tabulated. Five observers should be able to follow-up 10 teachers and approximately 50 children.

The second aspect of the follow-up program would be continuing work with the behavior modification program. This would be conducted in the regular classroom by the observer-intern and/or the consultant team, acting in each instance to help the classroom teacher resolve the problem with the child. Similar assistance would be available to teachers in the summer program in resolving problems occurring in their winter classrooms.

B. Educational Experience Program. The Educational-Experience Program should be continued stressing clinical education in reading and arithmetic for approximately 100 children and 10 teachers. This could be conducted as a Saturday program with half the day devoted to clinical education and half to experiences. Five observers would be required.

Such a program could be evaluated much as the summer program has been. Comparisons could be made next June of the effects on teachers and children in the continuing program with children who had only the summer program.

C. Bilingual Program. Since the vast majority of the children in the program are Spanish speaking or partially bilingual, and since methods in this area are sadly lacking, it is proposed that an experimental bilingual section be developed. This section would try various methods, evaluate their effectiveness and prepare the most effective material for the Saturday education-experience program, for further evaluation, and field testing. In this way, empirical comparisons could be made of the various methods and techniques not only by the designers but also by other teachers. It is felt that most of the materials would use a multi-media approach.

Such a section would require approximately two teachers with experience and creative imagination, two observers, and 20 children. In addition, secretarial and technical assistance would be required.

This aspect of the program would probably produce the greatest benefits to the group and to future summer programs.

Evaluation of Follow-up Programs

In the case of each of the follow-up programs, empirical data would be collected to verify the relative effectiveness of each aspect of the program. Data collection would follow the guidelines set down in the summer program.

Summary

This report describes the results of a summer program for children of migrant workers. The program included teacher training and the development of the children's academic and social abilities.

The program was essentially clinical education in the mornings and experimental in the afternoon. Clinical reading and arithmetic were taught.

Teachers were trained in sensitivity to children, reinforcement techniques and clinical teaching. Observer-interns were trained concurrently with the teachers. The role of the observer-intern was primarily one of information collection and assisting the teacher.

The children showed significant gain in letter sounds, complex, phonics, addition, subtraction, multiplication and listening. Teaching efficiency was relatively high and the program affected those children who are not normally affected by school learning.

The results of the effect of the program on teachers showed that there was an initial high rate of reinforcement, followed by a movement toward partial reinforcement. Teachers who positively reinforced more were rated as better teachers, had higher MTAI scores, and had less behavior problems. Teachers who had low rates of reinforcement were rated as poor teachers, had lower MTAI scores and had to resort to physical punishment to control the behavior of their students.

Recommendations for teacher training, relevancy of materials and methods, selection of teachers, observer-interns, and for the administration were made. Several types of follow-up programs were suggested.

MIGRANT PROGRAM

Table I - Pre & Post Means & SD's & T's

for

Children Academic Achievement

	Pre Test		Post Test		
	$\bar{X}$	SD	$\bar{X}$	SD	t
Letter Sounds	.97	3.99	4.58	7.36	5.18
Complex Phonics	.21	1.44	.93	3.68	5.78
Number Ident.	1.65	4.93	1.65	3.54	.0
1-100	17.01	61.65	15.10	31.14	.75
Add.	1.96	8.51	5.72	15.77	2.85
Sub.	1.00	7.74	7.19	17.01	4.67
Mult.	.50	3.35	3.43	11.08	2.78
Div.	.35	3.29	.53	5.13	.23
Listening	1.09	3.38	7.18	7.27	7.00

TABLE II

Pre & Post Test Correlations for Total Student Group

SIMPLE PHONICS	COMPLEX PHONICS	NUMBER RECOGNITION	COUNTING
.059	.000	.737	.729
ADDITION	SUBTRACTION	MULTIPLICATION	LISTENING
.331	.102	-.249	-.368

TABLE III

Range of correlations for various teacher reinforcement types.

One day correlated with the succeeding day.

Touches	-.13	to	+.698
Reinf.	-.31	to	.998
Stops	- 80		986
Feelings	-.629		926

TABLE IV

Correlations between Teacher's Verbal
and
Proximal Reinforcements by Weeks.

	Week					
	1	2	3	4	5	6
Verbal vs. Proximal	.349	.338	.370	-.091	.044	.264

TABLE V

Measures of Teacher Quality by Reinforcements, Verbal & Physical.

		I High Verbal High Physical N=8	II High Verbal Low Physical N=6	III Low Verbal High Physical N=3	IV Low Verbal Low Physical N=10
MTAI	$\bar{X}$	67.33	58.80		34.33
	SD	18.36	43.83		14.05
Observer Rating	$\bar{X}$	1.57	2.83	2.67	3.60
	SD	1.13	1.17	1.15	.97
Observer Ranking	$\bar{X}$	10.38	12.67	12.33	17.40
	SD	8.31	6.80	4.93	7.00

TABLE VI

Ratio of Behavior Problems to classes for Reinforcing and Non Reinforcing Teachers

	Reinforcing	Low Reinforcements
Classes	15	12
Number of Problems	10	16
Ratio	.67	1.33

TABLE VII

Pupil Pre & Post Diagnostic Test

Means Variances & 't' Ratios for High & Low Reinforcing Teachers

	High Reinforcement Teachers						Low Reinforcement Teachers					
		Pre		Post				Pre		Post		
Variable	N	$\bar{X}$	S^2	$\bar{X}$	S^2	t	N	$\bar{X}$	S^2	$\bar{X}$	S^2	t
Simple Phonics	71	1.77	23.52	8.17	89.03	5.12	45	1.84	4.16	7.77	32.59	6.59
Complex Phonics	8	2.38	15.43	4.88	19.84	N.S.	13	1.92	20.75	12.23	64.69	4.04
Number Recognition	117	2.53	37.49	2.10	13.83	N.S.	68	.84	2.22	1.55	15.12	N.S.
Counting	106	17.54	1284.21	21.46	1217.12	N.S.	64	14.98	914.12	16.59	959.16	N.S.
Addition	83	3.29	142.01	8.64	285.11	2.37	51	2.88	64.15	9.98	503.22	2.12
Subtraction	53	1.74	111.97	16.23	508.60	4.72	39	3.12	154.17	17.38	531.93	2.65
Multiplication	21	2.19	50.65	23.09	372.50	4.49	14	4.36	60.10	17.76	426.64	2.27
Listening	107	1.45	11.84	9.61	46.79	11.03	63	1.25	17.44	8.07	53.04	6.43

EVALUATION OF ANCILLARY SERVICES

BLOOMFIELD

ELLINGTON

WINDHAM

EVALUATION OF ANCILLARY SERVICES

I Goals and Objectives
II Personnel
III Services
IV Bloomfield
V Ellington
VI Windham
VII Recommendations
VIII Referral Agencies

The aim of the ancillary services was to help determine any medical, dental, and social problems which would need special attention in order to help the child and/or his family in becoming a more productive member of the community. Specifically - to find and implement treatment of any problem which might hinder the child from realizing his full potential in learning and leading a full life at work and play. Thus it was felt that the practical way to do this was to provide each child with a screening physical and dental examination, and to have teachers and others who would see the child during the eight weeks and recommend any child with specific, non-medical/dental problems for possible referral to other agencies.

The personnel for implementing the ancillary services were: two registered nurses, three medical doctors and one dentist. At times other personnel were needed to assist in this part of the program.

Selecting physicians was difficult in that few established doctors can afford the time necessary to examine large numbers of people in a short period of time. We were able, however, to employ a physician in the Hartford area, for our Bloomfield program, who had just arrived in the area and was waiting for his office to be completed. In Ellington we were fortunate to obtain the services of a local, Spanish speaking physician. She was able to examine the children primarily because of the smaller number of students involved. The Windham physicals were given by a physician in the area.

Our dentist was one who had examined the children the previous year and who is very active with the Hartford Public Schools' dental program. From his experiences with our program the previous year and with young children in the public school system, it was felt that he would be best able to undertake the screening and post-screening aspect of the dental program in the short time available.

Enclosed is a sample of the physical form used by all the doctors in the program, written by Dr. Hickmon, the physician in Bloomfield. The heights and weights and blood pressures were completed by the nurses in each program prior to the doctor's examination - thus considerable time was saved - the physician could then proceed with the rest of each physical when he arrived. The eye examination was to be done at a later date, either by the teacher or the nurse. In addition to the items included on the form it was also hoped that all children and staff would receive TB tine tests. This aspect of the plan was only partially successful for two reasons: (1) in the Bloomfield program in particular, attendance was generally irregular thus making the reading of these tests difficult. (2) it was discovered that many of the older children in Bloomfield and North Windham had recently been tested in regular public school health programs. This particular test was therefore given to the entire Ellington program, approximately three quarters of the Windham program and to the nursery students and staff of the Bloomfield program.

The dental screening was done in each school - the dentist examining each child's teeth and recording, on individual charts his findings. Each card was then sorted, those needing dental work, those needing extensive dental work and those in no further need of dental services.

In all programs it was hoped that the screening would take the first four weeks and the post screening and referral phase of the program would take the last four weeks.

During the follow-up program it is hoped that contact with the children with medical problems will be continued and that the families will be encouraged to continue to take advantage of the medical facilities in the community, which are equipped to help each problem.

All cases of dental and medical importance are to be referred to the various school nurses so that they will be aware of the child's problem during the regular school year.

BLOOMFIELD

Screening - The physical examinations began one week late in Bloomfield because of the large number of unexpected students. The first week had to be spent in reorganizing classes, bus schedules, hiring more staff members. Between the week of July 1 - July 26, (361) physical examinations were given. Of these, (32) children were found who had impacted ears and (25) were found who needed further medical attention for the following reasons:

hernia	5
ENT	4
vision	2
hearing	1
heart murmur	4
skin rash	2
over weight	2
other	4

The dental examinations were accomplished by the week of July 8 - 12. Approximately (20) children were found to need four or more fillings.

One kindergarten child was found to have a positive reaction to the TB tine test. The nurse contacted the home and it was discovered that he had a tubercular hip as an infant.

Post screening - The (32) children with impacted ears were treated at school. Those who were absent or unmanageable during this uncomfortable treatment were given medication twice a day by the school nurse.

The (25) children in need of further medical attention were attended to in the following manner: a letter in both Spanish and English, with an attached permission slip was taken to the home on home visits by the staff. The medical problem was explained and as the signed permission slips were returned, appointments were made in various clinics for each child.

The (20) children with dental problems were to have received care during the last two weeks of the summer program, however, this was not possible and they will be seen during the follow-up phase of the program.

Other ancillary services - During the eight week period certain children were noted, by teachers, and other staff members, to be in need of psychological evaluations - this was noted and will be attended to during the follow-up phase of the program.

Several children needed clothing. One in particular was so self-conscious about her appearance that she refused to participate in any activity which would require her leaving the immediate school environment (field trips). She was taken to a local discount store where whe selected - with help - three outfits suitable for a camp program (shorts, shirts, etc.). There was a dramatic change in her attitude and participation.

The last day of the program, two staff members compiled a list of children who were in dire need of clothing. It was felt that, with the exception of the aforementioned case, most children could "make do" with the clothes they had, especially since it had been emphasized to the parents during recruiting that any play clothes were suitable for our program. However, several had been observed who in our opinion, needed shoes and a minimum of two outfits for school. Those whose parents were receiving A.D.C. were eliminated. Thus approximately (14) were outfitted the last day at G. Fox basement store (clothing was purchased with a temporary, (24) hour charge card, at a 10% discount). The children selected, with our advice. Most had never been to a large, downtown, department store. Virtually all had never been able to select their own clothing. Aside from the obvious satisfaction of having new, attractive clothing, the benefits to the children are incalcuable. Each purchase was carefully selected and we gave each child brief explanations of the benefits of this purchase over that one and on the laundering and care of each item. (Many, it was learned, especially the girls, are responsible, for laundering their own clothing at home).

At various times during the eight weeks, the secretary, nurse, and myself took some of the girls into the nurses' office and had brief sessions on basic grooming, washing hands, face, combing hair. We found that they were very pleased with the results. Hair ribbons were very popular.

On the final day of the program, every child was given a health kit which contained toothbrush and paste, comb, kleenex, deodorant (older children) phisohex (those with complexion problems).

ELLINGTON

Screening - The physical exams in this program were accomplished right on schedule. Seven children were found who had impacted ears. Three were in need of orthopedic shoes. One was felt to be obese. One had a skin rash.

The dental exams were completed one week late due to the fact that the dentist was ill.

Seven children needed further dental work. This was completed at the dentist's office on August 12.

The results of the TB tine test were all negative. These were given August 2 and read August 5 by the nurse from the Windham program.

Post screening - The seven children with impacted ears were treated in the doctor's office.

A letter was sent to the mother of the children needing orthopedic shoes, explaining that the children would benefit from inexpensive shoes with arch supports added. The obese child was also in this family and the doctor's findings were stated in the letter. (It was felt by the director that this child was not so much obese as very large for his age and growing rapidly and not really in need of a restrictive diet.)

The mother cooperated fully and provided the necessary shoes.

The child with a rash was treated by a private physician.

Other ancillary services - The grooming sessions and health kits mentioned in the Bloomfield program also took place in this program. The rest of the ancillary services centered around one family in this program.

It was discovered at the time of the physical exams, that a particular girl had been molested, over a period of years, by her mother's "boyfriend". The State Police were notified and the man was arrested. It was felt that because of the environmental and emotional problems in this family certain services were essential; namely, removal from the unfit house and counseling for the molested child and her mother.

The proper local authorities were notified as to the condition of the home. As of this writing they have taken none of the steps necessary to have the house condemned.

Arrangements were made for the mother to be seen at the Manchester Child Guidance Clinic. She was most reluctant to do so but was finally convinced that it was in her child's best interest. Transportation will be provided, voluntarily, by staff members of our program.

WINDHAM

Screening - The physical examinations were given in the doctor's office. Two children were suspected of having worms. Stool samples were sent to the laboratory with the results that one was positive and the other negative.

The dentist spent one half day here screening children. This group was found to have the poorest teeth of all three groups. Sixteen children needed considerable dental work. An appointment was made for them to be attended to in the dentist's office.

TB tests were given by the nurse. All children were negative.

Post screening - The child with worms was given medication by the doctor.

Other ancillary services - The aforementioned sessions on grooming and the health kits were also provided in this program.

This program was extremely fortunate to have the services of a trained dietitian. Because of this the food program was an important part of the day. Children cooked and served meals and were subtly introduced to new foods and nutrition.

RECOMMENDATIONS

1. Continued use of local physicians and dentists.
2. More emphasis on nutrition and grooming.
3. Increase referrals to community agencies.
4. Continued communication with community agencies during follow-up phase of this program.

REFERRALS TO COMMUNITY AGENCIES AND INDUSTRIES

Connecticut Dairy Association

Newington Hospital for Crippled Children

Mt. Sinai Hospital

McCook Hospital and Clinics

Hartford Heart Association

Proctor and Gamble Company

Manchester Child Guidance Clinic

DMG:mo

MIGRATORY PROGRAM - SUMMER 1968

REGIONAL DISTRICT #1

Falls Village, Connecticut

The program of Regional District #1 for children of migratory farm workers was held at the Lee Kellogg School and at the Regional High School in Falls Village. Experience was to be the key to greater facility in expression - oral as well as written.

During the week of planning - July 1 - July 5 - the staff reviewed testing and screening results provided by Dr. Clyde Skelly - School Psychologist assisted by the teachers of individual participants. Each child was discussed and major needs compared with those of other participants. These youngsters were able in most cases but lacked adequate experience to have developed fully the type language skills of which they were capable. It was decided to provide as many rich experiences as possible which might provoke spontaneous conversation, participation and discussion. Written expression was to be secondary to oral expression but where possible we would encourage written work no matter how simple or basic.

The staff then previewed and selected as many materials as would be available for such experiences. Films (all color), film loops, film-strips, tapes, records, books, and large color plates were chosen and readied for use. Equipment necessary for using the above was gathered. All necessary instructional incidentals were obtained. Field trips were discussed - arrangements made for transportation and reservations where necessary. More inquiries were to continue to enable shorter trips to be interspersed with the longer ones. Where possible, trips would be arranged with other classes of summer school for efficiency of planning.

The sixteen students of the program so varied in grade placement (K-9) that it was decided to have one instructor with the younger students, eight in all, work with the youngsters of the IRI Program. As the needs of youngsters of both programs had great similarities the program could be enhanced by working jointly.

The migratory program, the smaller of the two, would greatly benefit from the wide range of resources, personnel and experiences of the IRI Program. Much could be shared to the advantage of both. The remaining eight students (grades 4-9) would meet in a classroom at Regional High School #1 so as to share facilities of the regular summer enrichment program of the district. Such facilities would be the arts and crafts room, the film lab, library etc.

In the group of younger students there were low income, enrichment "lacking" youngsters who needed and received assistance in basic skill areas and social adjustment. Numerous language activities were carried on. Experience folders and scrap books were made - field trip experiences were especially helpful in this venture. Films and filmstrips were used in great abundance. Field trips included the (1) Catskill Game Farm, (2) Great Barrington Airport, (3) Moles Hill Farm and (4) Music Mountain for Chamber Music geared for young children. The Peabody Kits were used daily with their multitude of activities and "games". In the physical education area drills were carried on in motor activities and control, directionality, and competitive games. There was much opportunity for free and creative expression in the areas of painting, drawing, singing and rhythms.

The first few days of the program for the older group were intense. The staff wanted to stimulate and excite the students but were careful not to overwhelm them. A four week session is a short time, consequently, we had to try to build personal relationships quickly to enable the children to feel as much at ease as possible. The students were somewhat apprehensive about this "school". Informality and congeniality abounded! There was much to use and much to hear. Language games were used for "openers" for the first two weeks. There was great hesitancy and fear of failure noted immediately. Even the more outgoing youngsters were slightly reticent about their answers until they realized that it was virtually impossible to be wrong and if you were it really didn't matter a great deal. The language games did help to break down the barriers and soon we came to know and "trust" each other. About the fourth or fifth day the staff decided that this could really be as much fun as it could be educational, worthwhile and enriching.

During the four hour day the program had to be extremely fluid and varied. Attention spans tended to be short and boredom could easily become a danger. There were quiet activities and noisy ones. There were relaxing things to do and strenuous activities as well. Sometimes there were periods of time with nothing at all to do but go outdoors, eat cookies and drink milk. Snacks were very important. Some youngsters had left home at 7:15 a.m. and would not return until after 12:30 or 1:00. Also cookies were a real treat, consequently in addition to hunger a real treat desire was fulfilled.

The sociogram of the older group was quite interesting. An older ninth grade boy tried to be a leader but was basically an overgrown "puppy". The ten year old, much smaller in stature and more adept in expressing himself, quickly outdistanced the older one. A third boy was completely negative about all around him but because of this was rejected by the older boy. A fourth boy refused finally to return because he hated school.

Traits Chart of Younger Children K-4

Girl or Boy	Age	Motor	Language	Social	Needs
Girl	6	Handles materials well (pencils, scissors etc.) Good eye-hand	Listens well Does not participate	Extremely withdrawn Tense	Drawing out Encouragement
Girl	6	Adequate massive movement Good manipulation	Adequate vocabulary Listens well Limited experiences Lacks creative thinking ability	Extremely withdrawn Moody Agressive and explosive in "free situations"	Many vicarious experiences Development of imagination Perception training and enrichment
Boy	7	Much flexibility improvement	Small group participation only Oral and written expression very weak	Shy Withdrawn Happy but lacks self-confidence Little peer interest	Drawing out Self-Assurance Encouragement
Boy	7	Improvement needed in all areas - laterality balance eye-hand	Quite verbal Able to question well	Amiable Well-liked Relates to peers	Attention span Following directions All motor needs

Traits Chart of Older Children 4-9

Girl or Boy	Age	Motor	Language	Social	Needs
Boy	6	Poor eye-hand and general control	Talks freely at times Not spontaneous	Insecure Cried often Shy Tense	Drawing out Encouragement Interaction Sequential counting and alphabet Attention span
Girl	9		Vocabulary enrichment needed Limited experience Soft-frightened voice	Insecure Craved affection Lacked self-confidence	Develop self-image Interaction with peers Develop confidence
Girl	7		Vocabulary enrichment Limited experience	Cannot accept criticism Sulks Poor peer relationships	Interaction with peers More independent activity
Girl	8	Improvement needed in all areas	Oral-verbal spontaneity poor Vocabulary enrichment needed	Insecure Shy Lacks self-confidence	All language development All motor skills

The girls - two pairs of sisters were marvelous opposites. One pair were outgoing, the other shy and retiring. Consequently each pair was split and worked together with their opposite. The results were noteworthy. The shy girls had many informal and rather "private" conversations and shared much of the others experiences.

They sang songs in the station wagon on field trips, learned little games and asked each other riddles. These informal moments brought everyone closer together. As the weeks progressed, the youngsters greatly complemented each other. They became close enough to candidly evaluate each other and accept it.

The field trips brought varying results. The Catskill Game Farm trip was most successful. The oldest member organized and conducted group games in the station wagon all the way to the farm. Most of the youngsters had never experienced such close contact with so many different animals. The trip to the Great Falls in Falls Village was the most disappointing. The development of the falls and rocks was discussed. When the group arrived there was not a drop of water. Small pools were here and there. They did however find old iron slag which they were able to chip off and bring back to school. The other field trips included a nature sanctuary, a paper mill, a plant where copper pipes and tubing was manufactured, a children's concert, another falls (with water), a covered bridge, an old iron furnace and roadside shady rest areas for a cool lunch area. There was endless conversation on the trips but the students also drew pictures, wrote captions and planned brief skits about their trips. One play or charade made the elder member the "brunt" of the message when it dramatized how his attention at Kent Falls was completely distracted by a group of camp girls in bikini's. He was thrilled however to be the hero of the skit!

The younger members were quite elated at their success. One final word about field trips, although many were carried on in our small group some were combined trips (for purposes of transportation). On the combined trips the youngsters were rather shy and careful about mixing with the other children and stayed pretty much with the adult staff.

The staff of the older group - a paid teacher aide, a volunteer aide and a certified teacher - worked very closely to provide a varied program. The structure was constantly changed by working with the group first, then individuals and finally pairs of youngsters. The staff also noted with which one of them an individual worked best so as to get the best results. They were always aware of the student's relationship with his peers and avoided "poor" combinations which might hinder the most productive results. They were also sensitive to which materials an individual best related and "opened up". There were an abundance of materials and two additional empty classrooms in which to work. Consequently, the program could be quite flexible. Prepared materials used were:

Peabody Language Development Kits
Productive Thinking Materials
Poetry Anthologies
16MM Color Films
Myers and Torrance Creative Thinking Materials
Elementary Library Books
Super 8 Film Loops
Tape Recorder - self taping of individual reading and group singing
Filmstrips and Records

In addition to the prepared materials used the students painted, made sand castings, paper sculpture, wrote poems, kept a scrapbook for themselves and wrote skits which were enacted for the rest of the class. Youngsters were allowed to operate all audio-visual equipment themselves to gain that experience.

All art worked was displayed in the room, appropriately labeled and discussed. A "crazy hat contest" held in the summer school (Regional Enrichment Program) found one of the youngsters of the Migratory Program winning first prize for the most creative hat.

One extremely effective program of the project involved the taking of pictures by the children for purposes of language development. Each child took pictures of his own choosing - some of the school grounds, some at home and others on the various field trips. When developed the pictures were used for purposes of oral discussion. They were then placed in scrapbooks made by the youngsters. Captions and in some cases stories were written to describe the event or people photographed. However, children were able to photograph members of their families and friends and consequently make staff further aware of each child's environmental surroundings. Pictures which were exceptionally well taken were blown up for a large scrapbook of the entire program.

Migratory Program - Summer 1968
Regional District #1
Falls Village, Connecticut

Language Development

	Girl or Boy	Age	Limited Improvement	Moderate Improvement	Much Improvement
1.	Girl	7		X	
2.	Girl	8		X	
3.	Girl	6	X		
4.	Girl	11	X		
5.	Girl	7		X	
6.	Boy	10			X
7.	Girl	9	X		
8.	Girl	10		X	
9.	Boy	6		X	
10.	Girl	9			X
11.	Boy	11	-	-	-
12.	Girl	8		X	
13.	Girl	6	X		
14.	Boy	6		X	
15.	Boy	7	X		
16.	Boy	15		X	

Migratory Program - Summer 1968
Regional District #1
Falls Village, Connecticut

Level of Self Image and Self Evaluation

	Girl or Boy	Age	Start High-Low		End Same-Higher	
1.	Girl	7	X		X	
2.	Girl	8	X		X	
3.	Girl	6		X	X	
4.	Girl	11		X		X
5.	Girl	7		X	X	
6.	Boy	10		X		X
7.	Girl	9		X	X	
8.	Girl	10	X			X
9.	Boy	6		X		X
10.	Girl	9		X		X
11.	Boy	11	-		-	
12.	Girl	8		X		X
13.	Girl	6		X		X
14.	Boy	6		X	X	
15.	Boy	7		X		X
16.	Boy	15		X		X

Migratory Program - Summer 1968
Regional District #1
Falls Village, Connecticut

I. Teacher ratings of program youth achievement

Four teachers judged the achievement of children at the close of the program. Table I is a compilation of the teacher ratings relevant to changes in youth.

TABLE I
TEACHER RATINGS OF PROGRAM YOUTH ACHIEVEMENTS
RESULTING FROM THE SUMMER PROGRAM

Areas of Change	Much Adverse Effect	Some Adverse Effect	No Change	Some Positive Effect	Much Positive Effect
1. Basic Skill Achievement	0	0	3	10	3
2. Attitude toward formal learning	0	0	6	5	5
3. Relationships with peers	0	1	3	6	6
4. Relationship with teachers	0	0	0	12	6
5. Realistic appraisal of strengths and weaknesses	0	0	2	8	6
6. Interest in books, art, music, and theatre	0	0	6	6	4
7. Social graces	0	0	2	14	0
8. Hygienic practices	0	0	6	10	0
9. Nutritional habits	0	0	0	16	0
10. Choice of attire	0	0	16	0	0

II. Results

a. Children gained generally some positive effects from program.
b. Relationships with adults and peers were high on the priority.
c. Audio-visual materials enhanced the effect of interest in music, singing, poetry and stories.

FALLS VILLAGE

Field Trips

1. Catskill Game Farm
2. Great Barrington Airport
3. Moles Hill Farm
4. Music Mountain for Chamber Music
5. Great Falls
6. Wild Life Sanctuary
7. Paper Mill
8. A Covered Bridge
9. Old Iron Furnace

DMG:mo

EVALUATION

New Haven Regional Migrant Program
operated under the auspices
of the New Haven Summer School Program

Children from the towns of:
Cheshire
Meriden
New Haven

August 1968

MIGRANT PROGRAM
1968
TESTING
RATIONALE

I. Test-Jastak Wide Range

II. Purpose
   - A. To establish a base-line to measure the Pre-Program level of subject's ability.
   - B. To measure amount of change in ability through Post-Program testing.
   - C. Establish a Pre and Post Mean Grade Level for the following areas:
     1. Reading
     2. Arithmetic
     3. Spelling

III. Test - Developmental Test of Visual Perception

IV. Purpose
   - A. Used as a diagnostic tool to measure:
     1. Normal perceptual development in the 6-7 year old range
     2. Identify perceptual development lag in 6-7 year old range
     3. Identify gross perceptual difficulty in the 6-7 year old range
     4. Measure perceptual abilities in the 7-14 year old range

V. Test-Culture Fair Test of "G"

VI. Purpose
   - A. To establish a base-line through Post-Program testing for further testing at the end of a two-year interval

VII. Test-Children's Personality Questionnaire

VIII. Purpose
   - A. Establish a base-line for future measurement of changes in:
     1. Attitudes
     2. Personality
   - B. Provide teachers with insights into the child
   - C. Aid in the planning of "programs" geared to his needs and goals

OBJECTIVE	ACTIVITIES	EVALUATIVE INSTRUMENT	FINDINGS
Develop relationships between math and other school subjects. Develop the use of measurement in everyday experiences. To broaden skill in checking calculations.	Unit in Measurement - linear measurement introduced first. Through this unit the use of the ruler and its sub units. In five days the children made extensive use of the ruler. They measured objects in and out of the room. They also measured each other. Along with this we introduced the concepts of height, length, and depth.	During this unit many different evaluation instruments were used, worksheets, oral discussions, and tape lesson results. The above instruments were also used as reinforcement instruments.	The class was able to comprehend the linear measurement concept very well. We moved slow enough so every child was able to participate. On most of the worksheets the children were highly successful in completing the required work.
To introduce the children to their teachers family. To introduce the children to a reasonably wholesome family unit.	Picnic at the home of a teacher with the children.	Discussion of what it takes to attain certain things in our society. That these things are available to them, if they are willing to strive for them.	In further discussion some of them revealed to me that they were aware of the necessity of a strong educational background.
To help the children develop an understanding of the terminology that was involved in teaching various limits of science.	A list of vocabulary words was written on the blackboard and the children were asked to discuss the different terms as best they could. Most of the children spoke only a minimum of English.	Teacher observation.	That it is almost impossible to teach a class of non-English speaking children without a Spanish speaking aide. Toward the end of the class pictures relating to some of the terminology were put on the board. The children understood a little better; as they progressed we used this method of drawing pictures to understand various terms.

OBJECTIVE	ACTIVITIES	EVALUATIVE INSTRUMENT	FINGINGS
To teach cooperation and independence.	Chatfield Hollow - hiking, swimming, and games.	Teacher observation and the enthusiasm of the children.	The children were made aware of outdoor recreational activities for the first time in their lives. They learned lessons in mutual cooperation among themselves, i.e., sharing food, water front responsibility, and safety. Better health - plenty of sunshine and beach - away from the ghetto areas of the city.
To help the children develop a better understanding of the importance of science as it is related to meterology.	Class discussion on meterology. Children did a good job in the discussion. Scientific experiment on lightning - using two balloons.	Tape recorder - children were not aware of the tape recorder and reacted energetically when they heard the tape play back their voices.	This particular class was outstanding and it should be noted that this doesn't reflect the type of learning for the remaining classes. This class was capable in discussing the terminology involved in studying meterology. They were eager, bright, and showed a quickness for picking up new material.
To introduce the parents to each other and their children's teacher and the teacher aide.	Picnic with the children and their parents at Hubbard Park.	Discussion with the parents and teacher's personal evaluation.	Successful, the parents had a lot of nice things to say about the program and enjoyed having their children participate.

OBJECTIVE	ACTIVITIES	EVALUATIVE INSTRUMENT	FINDINGS
To illustrate a social studies lesson on capital cities of states and nations. The trip was taken to Hartford, Connecticut.	Visit to the State Capital Buildings - State Supreme Court and Library Building.	Teacher observation and essays by the students.	The children were extremely impressed as evidenced by their essays. This was also the subject of conversation for several days. The grandeur of the buildings and what they represented was overwhelming for the children.
To show the interrelationship of art, science, and industry. The visit was to the Bridgeport Museum of art, science, and industry.	A series of lectures by two very able staff members.	Teacher observation and class discussion about the trip.	The children learned about the function of museums in our contemporary society. Several more trips were arranged - the children's reception to these trips was excellent.
To recruit children for the program prior to its starting date.	Visits to the homes of ten Puerto Rican families in New Haven, Connecticut.	Observation as an educator and fellow human being.	That parents of these children are very warm human beings. That poverty viewed first hand (not from a text) is a nightmare. A deeper insight into the students because of first-hand information about their family backgrounds.
To introduce to the children the fun and excitement of camping out.	Camping at Camp Cedarcrest, 2 nights (8) boys.	Discussion and teacher's evaluation.	They wanted to go again, we did.

OBJECTIVE	ACTIVITIES	EVALUATIVE INSTRUMENT	FINDINGS
Study of Natural Science (family group)	Peabody Museum - 2 visits, four weeks apart.	Papers written by students on what they had seen - what had most impressed them.	Students were very excited about the trip and asked to go back. Their papers reflected a great interest in viewing the various displays in the museum.
To enable the children to identify letters in the alphabet and be able to give the sound that the letter makes.	Reading tapes - using the initial sounds.	Daily drill.	Beginning - none of the children in the first class knew more than three or four letters and how to say them. None could get by C in the progression of the alphabet. By the end of the program three of the eight children could identify all of the alphabet when they saw it, and all of them could proceed at least as far as G in reciting it.
To show the children that by knowing the vowel sounds along with the consonant sounds they could sound out the words.	Vowel sounds and consonant sounds.	Classroom drills.	At the beginning most of the children would not attempt to say a word. They would be content with saying, "I don't know." By the end most would attempt to sound the word out to see if they had ever heard it before so that the word might have some meaning to them.

OBJECTIVE	ACTIVITIES	EVALUATIVE INSTRUMENT	FINDINGS
To increase reading and spelling ability. To understand the difference between sounds and letters.	Unit on recognizing the letters of the alphabet and learning the consonant sounds. Used alphabet flash cards. Used flannel board letters. Used Ginn phonics cards - initial consonant recognition.	Short written tests on the letters. Oral tests taking letters from flannel board. Written tests filling in missing beginning sounds.	Most of the children were very weak in this area but they responded well to the activities. At the end of 2 weeks most of the children knew their letters very well. They need a lot of work on hearing sounds and assigning the proper letter to the sound.
To stimulate language development. To have the children experience live entertainment. To increase vocabulary development.	Oakdale Children's Theater - Mother Goose A Go Go. The children would sing some of the songs they remembered.	We discussed the experience thoroughly. The children remembered many things about the theater. We reviewed the new words, stage, actor, actress, play, costume, make up, and ballet.	My group went to Oakdale twice and both times they enjoyed it tremendously. My two youngest and shyest children were eager to talk about what they had seen and they often ask if we couldn't go back.
Teach animal differences and similarities: vegetarian and meat-eating mammals. (family group)	Visit to Beardsley Park Zoo followed by guided tour of West Rock Nature Center.	Used study notes from West Rock Nature Center on day following tour - oral quiz was then given in class by teacher to family group.	Students could not answer questions unless specifically asked during time of tour. Interesting facts mentioned about specific animals did not make great impression. Children remembered the facts but could not relate them to the specific animals.

OBJECTIVE	ACTIVITIES	EVALUATIVE INSTRUCTION	FINDINGS
To make the children aware of the operation and set up of their state government. To make the children aware of the operation of the national government and the general functioning of a democracy.	Field trip to Hartford - A discussion before the field trip about what we might see in Hartford - What the state government was set up for, its relation to the national government, etc. Tour of state capital building in Hartford. Follow-up discussion of what we saw and learned.	Oral discussions. Direct teacher observation. Mimeographed question sheet to highlight most important points.	Before the trip the children were quite unware of the government and its functions, state and national. After the trip they seemed to have acquired a good general understanding of the function of government and a few useful facts about their own state government.
Fishing as a leisure time activity.	My family group was taken on several fishing trips and taught how to use a reel and rod. Each student was given a complete fishing outfit for which he was responsible.	Teacher observation.	It was interesting to watch students as they were introduced to a new experience. It was obvious that the students really enjoyed what they were doing.
The Sound You Hear- Sounds are produced by vibrating matter. Sounds are produced by many different sources. Objects and phenomena can be identified by the sounds they produce. Sounds differ from one another in many ways.	The tape recorder was demonstrated as a means of reproducing sound. With the use of a 12 inch ruler we demonstrated how vibration produces sound and by varying the number of vibrations we can control the sound produced.	Oral exam, used a tape recorder to reproduce sound, small experiment like using a 12 inch ruler to demonstrate the vibration of sound waves.	This was the hardest unit for them to understand, but again as the other units in the end they could answer and talk a little about sound and they remember the speed of sound to be 1100 feet per second.

OBJECTIVE	ACTIVITIES	EVALUATIVE INSTRUMENT	FINDINGS
View of shoreline along Conn. River	Boat trip down Conn. River	Classroom discussion and drawings.	Students learned the purpose of channel markings and how they aid navigation. They also observed the impact of water pollution on marine life through the sighting of a great number of dead fish.
To improve general reading skills - rate and comprehension. To give the children an opportunity to work independently. To encourage an interest in reading.	Use of the SRA reading laboratory - a student directed reading program.	The children read stories and answered questions about the stories. Each child worked at his own reading level charting his own progress in his individual student record book.	The children seemed to be quite enthusiastic about the program and in working independently. They worked well on their own with very little teacher supervision. Their motivation to read outside the reading lab seemed to increase.
To increase awareness of sound differences in non-English speaking children to aid in speaking reading and writing English.	Daily listening to Auditory Discrimination Training program.	Dittoed answer sheets, review record, and spelling quizes using words on ADT records.	There was an improvement in performance on most ADT lessons as the program progressed. There was a direct relation between performance on ADT and spelling quiz.

OBJECTIVE	ACTIVITIES	EVALUATIVE INSTRUMENT	FINDINGS
To know the important places in Connecticut.	Visits and trips to different parts of the state, like the State Capitol Building in Hartford, the Planetarium in Bridgeport, the Oakdale Theater in Wallingford, etc.	Children's expression improve a great deal. Those who were too shy broke the barrier and are now more talkative.	Children are happier and contented with the program. Their comments are of a great variety in favor of the program.
To understand and to appreciate the contribution made by community services.	Class was taken on a field trip to the New Haven Fire Department's Training center on Water Street.	The children held a class discussion on the role of the fire department in community affairs and how it relates to them.	Through this class discussion the children gain a greater understanding of the role the Fire Department has in community services. Also a new respect and friendship towards firemen was noticed.
To strengthen phonics skills and indirectly to improve reading ability. To make the children more aware of accepted English pronounciation of words.	Concentration was placed heavily on consonant sounds and consonant sound discrimination - middle, beginning, ending consonant sounds and consonant blends. We also discussed vowels and some vowel sounds.	Use of tapes and accompanying worksheets. Use of extra mimeographed worksheets. Oral discussion and class participation. Teacher observation.	After a week and a half on this unit the children's ability to sound out words independently was considerably improved.
Cultural Enrichment.	Motor trip - city to suburbs.	Classroom discussion.	Students learned that people can move from the city to the suburb without necessity of great wealth. Personal (individual) initiative through education, sacrifice and application can bring this about.

OBJECTIVE	ACTIVITIES	EVALUATIVE INSTRUMENT	FINDINGS
Parent Participation	Medical Examinations, Picnics, Field Trips, Aides	Informal Discussion	19 out of 28 parents met with the physician, and received instruction in regard to child's health. 21 parents attended cook-outs and picnics. 21 parents attended field trips. 7 aides were parents or relatives of children in the program.
Experimental Grouping - Homogeneous and Heterogeneous	Children were recruited as a family group regardless of age. Classes in Mathematics, Science, Language Arts, and Reading were grouped according to Jastak scores.	Discussion and observation by staff and administrators.	Children from 6 to 16 functioned as a family group with the older children assisting the younger children. Six year old children were able to go from class to class. RE: Appendix C, daily schedule. Children functioned well - teachers' comments.
Math Fundamentals Addition Subtraction Multiplication Division Measurement Time Area Distance Weight	Classroom work, field trips, and tapes	Seat work and oral work.	Improvement in basic understanding and knowledge of all material by at least 90% of the students

OBJECTIVE or LEARNING OUTCOME	Major Project ACTIVITIES and Services: A running narrative of the project description	EVALUATIVE INSTRUMENT or technique designated to measure growth toward the objective, including: when used, with whom, by whom constructed and other pertinent data	State the FINDINGS from the data given
To raise reading and language arts comprehension of these children to facilitate learning in all areas.	Children were tested and placed in classes according to ability - small groups - 8 to 12. Intensive instruction via a one to one relationship.	Jastak	Results on chart form
To improve their self-concept and attitudes towards learning	Children were grouped in families for pick-up, breakfast, lunch and field trips.	Teacher Observation	A desire to participate prevailed. Children were both homogeneously and heterogeneously grouped. A strong relationship was established between child, teacher, and aide. Children demonstrated their ability to work together, and participate, e.g. "The most successful outcome was an increased awareness of the students' surroundings in the company of adults other than the children's parents. The students became better acquainted with their community and with recreational and cultural facilities available to them."

EDUCATIONAL PROGRAM FOR RELOCATED
MIGRANT CHILDREN OF THE
ELLINGTON SCHOOL DISTRICT

A Project for a Better Home, School and Community Adjustment of Relocated Migrant Children in the Ellington Area.

I. Purposes and Objectives of the Project:

Purposes: The aim of this project is to aid and assist relocated migrant children to make a more satisfactory adjustment to their new environments, home, community and school. Provide facilities, a professional staff, and parental participation in a program involving the needs of children. This intensive program of meaningful experiences aimed at reinforcing and/or introducing skills in reading, listening, speaking, writing and arithmetic.

Objectives:

1. Improvement of the basic skills as mentioned in the purpose.
2. Improvement of nutritional and health habits of the disadvantaged relocated migrant child.
3. To improve the self-image, desires and attitudes toward school.
4. To provide an atmosphere in which the child feels accepted, wanted and without ridicule and neglect become a contributing member of his class or peer group.
5. To provide an inter-relationship and understanding between the child, teacher, parents and school.
6. To provide recreational, nutritional, cultural, educational, travel experiences pertinent to the needs of the children.
7. To provide, in general, whatever is needed to develop the child toward becoming an accepted, contributing, meaningful member of his home, school and community.

The Ellington program has operated with an average daily membership of 43 children. The children who received project services were from the Ellington, Vernon, Wapping and Rockville areas.

The precise breakdown of children by school district is:

Number of children	School district
	Ellington
	Vernon
	Wapping
	Rockville
Total	

Community Involvement

A. Parent Involvement

Two parents of children in the program were hired as aides. Both parent's formal education was limited to 1 or 2 years of high school. One of the parents due to home and health problems was able to work for only three weeks. The other upon completion of the program, will be hired in the Ellington School system as a teacher aide during the school year. Services of the resident State Trooper were used to question one of the girls who refused to take a physical examination. Investigations showed that this girl and two of her sisters also in the program had been molested.

Further investigations discovered the home of these girls in such condition that plans were initiated for the condemnation of the house. Plans were also initiated to find a new home for this family.

Home visitations became one of the fundamental points of the whole program. Visitations to the homes were made by the director, teachers, and staff members throughout the whole program. As activities, trips, invitations to the teacher's homes, and various program changes became necessary, personal messages by way of the teacher was made rather than written communication. This kept and made for a closer contact and relationship between the teacher and parents. The teachers and parents mutually benefited by these frequent visits thus making it easier for the parents in expressing their ideas and opinions of the program.

Four children withdrew from the program and home visits were made for the purpose of determining the cause of withdrawal. Regardless of the reason for loss of the child a liaison was established between the program and family.

The reasons for withdrawal from the program by the children were:

1. Teachers were too strict.
2. They were dropped as being too immature.
3. Did not want children involved with Puerto Rican children.

Through home visitations the staff discovered that:

1. Parents wanted children to succeed.
2. Appreciated teachers personal interest in their children.

3. Wanted to know how they could help their child at home.

4. How to inform the school during the year when the child brought home problems which he was afraid to discuss with the teacher.

5. Program made children seem to like school better.

6. Children wanted to come to the program every day regardless of weather or sickness.

7. Children liked being able to eat good meals at school.

8. Children liked learning by "going places and doing things".

9. Children liked making things and having them put on the bulletin board for others to see. (for many it was the first time)

10. Children couldn't wait to get into the house to tell parents what they had done and seen that day. One boy couldn't wait to tell his mother the first four (4) letters of the alphabet, another to count up to (100) by 2's.

It was the wish of all the parents that a program of this type be continued as it seemed to do so much to create a new interest in school for their children.

A special July 4th program was planned which included the the parents. Extra trips were made by the teachers to the homes to bring parents with no means of transportation. Parents participated in games, meals, and were shown the classrooms by their children. The parents enjoyed the day and seemed impressed by what was being done with and for their children. At mealtime the parents without being asked, pitched right in and served the food, washed the dishes, pots and pans, and cleaned up the cafeteria. They all expressed a willingness to help in the program whenever needed.

Objective Measurements used in Evaluating the Program.

Standardized and teacher developed tests, teacher and aide observations were used in the overall evaluation of the program. Pre and post testing with the Jastak Wide Range Achievement tests was administered to devote academic growth. Teacher tests were also implemented throughout the program as an on going measurement of achievement, skills, attitudes and behavioral changes of the children.

Academic progress is some instances were nil due to the age, lack of parental interest in child's schooling prior to summer program, lack of stimuli on the part of teacher, short attention span etc. Testing did not show growth gained by these children but a greater enthusiasm for schooling and a fondness for the teacher was achieved. Other growth areas which could not be shown by testing but were observed by teachers and aides were:

1. More positive attitude to formal learning.
2. Growth in ability to get along with other children.
3. Progressing closer relationship with their teacher.
4. Greater interest in music, theatre, art and books.
5. Greater awareness and improvement in social graces.
6. Awareness and likeness for new and infrequent foods.
7. Greater interest in appearance of self and others.

Personnel and Personnel Training

The number of personnel who were employed and received training by types:

		Employed	Training College
1.	Teachers	4	3 High School
2.	Teacher Aides	4	2 none
3.	Other non-professionals	2	none

The source and number of teacher aides:

1.	Disadvantaged	2
2.	High School	3
3.	Community Volunteers	3

As indicated from the excerpts from the teacher's evaluations of the program, it was felt that very little academic growth was made by the children. Many facts seem to disprove this assumption.

A few of the children in the program had been in a special class during the regular school for as long as three (3) years. These children entered the program being unable to count, tell time, knowing the alphabet, or participating in any academic endeavors. Upon completing the program, these children were able to accomplish the above mentioned deficiencies orally but did have difficulty under a written test situation to relate this in writing. Several children were absent when the first achievement test was given and a few were absent when the last was given, thus, making it impossible to get an accurate average range of growth or decline. Thirty-six (36) did take both of the Jastak Wide Range Achievement Test. In the two areas tested, reading and arithmetic, there was an average growth of 2.3 months. The range was from a loss in reading comprehension of .4 to a growth in math of 9.2 months.

Previous teaching experience of the teachers made little difference in the amount of growth in each group. Creativity and critical observations on the part of the teachers and aides made it possible for all of the children to achieve success to some degree.

Frequent and varied activities participated in by the children made the program an unqualified success. Some of the activities were as follows:

Art

Crafts, drawing, painting, paper mache', sculpturing using paper-clay-soap and wood, sketching, ceramics, and art appreciation.

Music

Choral singing in class and while riding in vehicles, rhythms, creative dancing, music appreciation by the use of records-tape recorders-attending Oakdale Summer Theater, and were entertained by a folk singer.

Recreational Activities

Hiking, swimming, physical fitness instruction, organized games in small and large groups.

Attendance

Attendance also has given an indication of the success of the program. The percentage of attendance of the children in 1968 was an excellent 95.40/0. This figure is slightly below the attendance figure of children in the regular school year. The program opened with forty-two (42) children and ended with a total of forty-three (43). By the end of the program, a total of forty-eight (48) children had been served by the program.

Training Sessions

Training sessions with the University of Connecticut staff should be confined to two areas: sensitivity training and testing.

a) Training sessions given by director in school program is to be conducted . if possible.

b) Training of aides by director and teachers of program

c) Training by directors and teachers previously in program of this kind.

d) Elementary teachers bring in tests given to children at training session and actually score them to acquaint them with diagnosing problems, and deciding which areas to begin working on. This should be done to give the teachers practical experience.

Teacher's Evaluation of Program

It was the consensus of the teachers that the program was an interesting, challenging and rewarding experience.

The teachers agreed that in most cases the relocated migrant child is readily identified. The standardized pre-testing indicated that the children:

1. Had very little knowledge of the alphabet
2. Limited ability to count
3. Limited ability to identify isolated letters of the alphabet
4. Difficulty in multiplying and dividing by more than one number
5. Difficulty with even the basic facts
6. Difficulty in reading beyond the fourth and fifth grade level
7. Weak in basic English
8. All but one five year old had no school experience at all.

Personal observations by the teachers concluded that these children were under-achievers, adjusted poorly to the classroom and other social situations, short attention span, short retention span and is often a loner. These test results, observations, and home visitations in identifying the children, gave the teacher a basis on which to begin.

Some of the actual comments from the teachers evaluations are as follows:

"I believe the program has been very effective particularly in the social and/or cultural development. The children have shown some academic growth, but unfortunately somewhat less than I had anticipated".

"At the end of the sixth week of the program we received four new Spanish speaking children. By the end of the program these children had learned the alphabet in English and to count from one to one hundred. These students also learned many new words and expressions in English that they will be able to use when they enter school in the fall. To the average person this may not seem like a great academic achievement, but for these students it was a tremendous stride forward considering the fact that some of these students were eight years of age or older.

"At the beginning of the program the children were shy and withdrawn and their manners a little crude. By the programs end the children were a very well integrated group and a definite improvement was seen in their manners.

"I feel that if we are going to judge this program on academic achievement then the program is of no significance whatsoever, however, when we look at the total individual and his or her maturation then I feel that we have achieved definite growth and success in helping the "total child"."

The summarization of the effectiveness of the program by the teachers and aides seems to be as follows:

1. The programs activities and services brought about a slight change in basic skills, but attitudes about going to school and learning definitely was enhanced.

2. A greater awareness by the parents of the teacher and their child's increasing interest in school.

3. Improvement in social, hygienic and nutritional practices by the children.

4. Greater awareness by the children of places beyond the immediate town environment.

5. Awareness of the child of the importance of school.

6. A new awareness by the teacher and aides of family and environmental situations of the relocated migrant child.

7. Structured programs or curricular as previously practiced by teachers often times does not meet the needs of the migrant child.

"The field trips have played a tremendous part in the children's social and cultural adjustments. These trips gave us a starting point, areas of common interest where academic learnings followed, based on what we saw and did. The trips were very successful in stimulating a keener interest in the whole learning process as it related to the individual child. They discovered for themselves that learning new things through visiting different places was a lot of fun, and that in general learning new things can be and is very enjoyable.

"In general, I sincerely believe that much of the learning that has taken place with these children cannot be measured by the giving of achievement tests, although these tests do have their values.

"They have experienced many things in life that they have never thought existed or had never seen before: toll booths, sea shells, salt water, plays, the inside of a library, eating in a restaurant, etc., and last but not least, tender loving care.

"On the whole I believe this program has been a success for both the teacher and the student and has broadened the horizons of all the individuals concerned and has helped them grow into better human beings because of it. I believe that to maintain the rapport that has grown between all the individuals concerned, a follow-up is needed during the school year."

PROGRAM EVALUATION

WINDHAM REGIONAL

(Mrs. Marion Griffin)

(Dietitian)

PROGRAM EVALUATION

WINDHAM REGIONAL

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(Dietitian)

The food program at North Windham was in operation (36) days, serving a daily average of (87) lunches to children and staff. This includes also a special picnic lunch for the total group on one occasion and a family cook-out one evening for approximately (160).

Cost breakdown per child per day for food (average 48¢) included not only a hot nutritionally balanced noon meal, but also a supplementary breakfast.

The first four weeks the children were served pure fruit base or frozen juices and saltines, grahams, or doughnuts and cheese. The last four weeks the children were served cereal and milk also.

They enjoyed this needed extra food service.

The children's acceptance of the food served was rather poor in the very beginning of the program. Teachers of the younger children helped servers to give only small portions to certain children and in many cases, with help they began to do better. After the second week of the food program, I was able to visit certain rooms each day with nutrition materials and simple food preparations that the children could actually prepare, discuss and enjoy eating.

The following are some of the things we all did together:

Breakfast drinks with fruit and milk using a blender.
Baking muffins and biscuits wrapped in cheese and vienna sausage.
One group made small loaves of raised bread.
One group made banana bread.
Milk was stressed making tapioca pudding and milkshakes.
Groups came into the kitchen and used the large equipment to prepare gingerbread and cookies and muffins, all of which were a part of the day's menu for all of the children.

In a small way these experiences helped children to enjoy good food and to look forward to noon hour.

Food knew no language barrier. Children soon understood how to measure, to count, and to weigh ingredients and watch their products bake.

Each day we used anxious helpers who scrubbed and put on plastic gloves and helped to serve the other children.

I personally feel that these many varied experiences broadened the horizons of these particular children.

Another year might see more planning with teachers involved in the program so that they could have an opportunity to do more of this kind of teaching with their children.

DMG:mo